

Proposal Cover Sheet (New and Existing Operators)

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: Excellence 2000 INC.

Primary contact person: Dr. Charlene McGarter

Mailing address:

Street/PO Box: P.O. Box 501 Wynnewood Village Suite 500

City: Dallas

State: Texas

Zip: 75224

Phone Number: Day: 713-545-1388

Evening: 214-763-6788

Email: Excellence2000inc@gmail.com

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Charlene McGarter	HR-Director-Excellence 2000 Inc.	Excellence 2000 Network School Academy-Principal
Shannon Francis	Business Finance Director/ Excellence 2000 Inc.	Business Finance Director
TaKeisha Norris	Assistant Principal/ Excellence 2000 Inc.	Assistant Principal

Do any of the following describe your organization, or the school/campuses proposed here?

- ☒ Seeks approval for multiple campuses under a single charter.
- ☒ Already operates schools elsewhere in the US.
- ☐ Will contract or partner with an education service provider. If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.

If so, identify the provider:

- ☒ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant meets the definition of an existing operator, the applicant must complete the Existing operator application. If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☒ Yes ☐ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
LA	Caddo Parish Public School	Excellence 2000 Network School Academy	03/04/2016	04/01/2016

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Planned School Name	City	State	Opening Date
N/A			

Does this applicant team have new schools or campuses approved but scheduled to open in additional years?

- ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Excellence 2000 Network School Academy

Authorizer	# of Schools	City(s)	State
N/A			

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name		Grades served: year one	Grades served: capacity
Excellence 2000 Network School-Bovina		K-12	300
Proposed Location			
School District: <i>Identify the school district where the charter school will be located.</i>		Vicksburg Warren School District	
Address of identified facility if applicable:		N/A	
Projected Demographic Information		%FRL:35	%SpEd:25
			%ELL:10
Model/Specialty (check all that apply)			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Disability (list):	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input checked="" type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input checked="" type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other (list):	<input type="checkbox"/> Military	

Proposed Principal/Head of School (if known)

Name of proposed candidate: Charlene McGarter

Current employment: Excellence 2000 Inc.

Phone Number: Day: 713-545-1388

Evening: 214-763-6788

Email: Excellence2000inc@gmail.com

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	200	300	K-12
Year two	300	375	K-12
Year three	350	375	K-12
Year four	350	375	K-12
Year five	350	375	K-12
At Capacity	350	375	K-12

Authorizer	# of Schools	City(s)	State
N/A			

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name		Grades served: year one	Grades served: capacity
Excellence 2000 Network School-Jackson		K-12	300
Proposed Location			
School District: <i>Identify the school district where the charter school will be located.</i>		Jackson Public School District	
Address of identified facility if applicable:		N/A	
Projected Demographic Information		%FRL:35	%SpEd:25
			%ELL:10
Model/Specialty (check all that apply)			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Disability (list):	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input checked="" type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input checked="" type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other (list):	<input type="checkbox"/> Military	

Proposed Principal/Head of School (if known)

Name of proposed candidate: Charlene McGarter

Current employment: Excellence 2000 Inc.

Phone Number: Day: 713-545-1388

Evening: 214-763-6788

Email: Excellence2000inc@gmail.com

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	200	300	K-12
Year two	300	375	K-12
Year three	350	375	K-12
Year four	350	375	K-12
Year five	350	375	K-12
At Capacity	350	375	K-12

Authorizer	# of Schools	City(s)	State
N/A			

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name		Grades served: year one	Grades served: capacity
Excellence 2000 Network School-Vicksburg		K-12	300
Proposed Location			
School District: <i>Identify the school district where the charter school will be located.</i>	Vicksburg Warren School District		
Address of identified facility <i>if applicable:</i>	N/A		
Projected Demographic Information		%FRL:35	%SpEd:25
		%ELL:10	
Model/Specialty <i>(check all that apply)</i>			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Disability <i>(list):</i>	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input checked="" type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input checked="" type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other <i>(list):</i>	<input type="checkbox"/> Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: Charlene McGarter

Current employment: Excellence 2000 Inc.

Phone Number: Day: 713-545-1388

Evening: 214-763-6788

Email: Excellence2000inc@gmail.com

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	200	300	K-12
Year two	300	375	K-12
Year three	350	375	K-12
Year four	350	375	K-12
Year five	350	375	K-12
At Capacity	350	375	K-12

School Overview

Executive Summary Narrative

The Excellence 2000 Network Schools is a non-profit organization established in Texas to operate open-enrollment charter schools in the state of Texas. Under the leadership of Dr. Sherwin Allen, the organization founded its first two school sites in Dallas and Houston. Today, the organization has developed the Excellence 2000 Network Schools. The Network School's organization will expand the educational model beyond Texas and into other states where the academic needs are greater.

A. Mission and Vision

The mission of Excellence 2000 Network Schools will provide a safe and positive school setting where all students will be taught the 21st century skills in reading, writing, mathematics, science, and social studies. Students will be able to demonstrate and apply lifelong learning skills necessary to become productive citizens. Our children will be taught and expected to learn at an accelerated instructional pace, in order to better assist those students who have not had success in a traditional school setting. The underlying principle which will drive Excellence 2000 Network Schools will be "All Children Can and Will Learn".

B. Educational Needs and Anticipated Student Population

Excellence 2000 Network School primary focus will be directed toward developing a school setting where children can develop their academic dreams and aspirations. Variety in the instructional process will be a significant contributor to this instructional goal. Our instructional program will be a highly structured curriculum design which includes the basic skills for reading, writing, mathematics, science, and social studies as outlined in the Core manual. The focus in the instructional design will alleviate time, energy and effort for the teaching staff.

C. Educational Plan/School Design

Our educational program will consist of a curriculum as outlined by the Common Core Curriculum. The Common Core Curriculum objectives and expectations as outlined in the Common Core Curriculum test will drive the instructional process for the Excellence 2000 Network Schools. The main focus for our instructional program will be the accelerated teaching/learning concept. This methodology will ensure that our students will learn in a school setting compatible with their natural learning styles. Another impetus for our instructional program will be to teach the skills in each subject area through an inter-disciplinary approach to teaching. Therefore, skills per subject area will be integrated into other subjects. For example, writing will be an important focus of the mathematics program.

D. Community Engagement

Community Engagement and Community members will be expected to participate in the development of Excellence 2000 Network Schools. Governing board meetings will be open to the public as we want to encourage participation from the community. The daily operations will be open to the public as much as security will allow. Community members will be invited to participate in various school programs and their input will be seriously taken into consideration. Excellence 2000 Network Schools has incrementally expanded its network of schools in Texas over the past 18 years, proudly serving the City of Dallas and the City of Houston.

E. Leadership and Governance

Proposed Leadership Team:

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. McGarter	Human Resources Director-Excellence 2000 Inc.	Human Resources Director-Excellence 2000 Inc.
Shannon Francis	Business Finance Director-Excellence 2000 Inc.	Business Finance Director- Excellence Inc.
Bernard Snowden	Board Member-Retired	Board Member
Mrs. Gail O'Neil	Board Member- Retired	Board Member

Enrollment Summary

Proposed Growth Plan Table: Excellence 2000 Network Schools-Bovina

Grade Level	Number of Students					
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	Capacity 2022-23
Pre-K	75	75	75	75	50	50
K	75	75	75	75	75	75
1	50	50	75	75	75	75
2	50	50	75	75	75	75
3	50	50	75	75	75	75
4	50	50	75	75	75	75
5	50	50	50	50	75	75
6	50	50	50	50	75	75
7	50	50	50	50	75	75
8	*****	50	50	50	50	50
9	*****	50	50	50	50	50
10	*****	*****	100	200	200	200
11	*****	*****	100	200	200	200
12	*****	*****	100	200	200	200
TOTAL	500	600	1000	1400	1400	1400

Enrollment Summary

Proposed Growth Plan Table: Excellence 2000 Network Schools-Jackson

Grade Level	Number of Students					
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	Capacity 2022-23
Pre-K	75	75	75	75	50	50
K	75	75	75	75	75	75
1	50	50	75	75	75	75
2	50	50	75	75	75	75
3	50	50	75	75	75	75
4	50	50	75	75	75	75
5	50	50	50	50	75	75
6	50	50	50	50	75	75
7	50	50	50	50	75	75
8	*****	50	50	50	50	50
9	*****	50	50	50	50	50
10	*****	*****	100	200	200	200
11	*****	*****	100	200	200	200
12	*****	*****	100	200	200	200
TOTAL	500	600	1000	1400	1400	1400

Enrollment Summary

Proposed Growth Plan Table: Excellence 2000 Network Schools-Vicksburg

Grade Level	Number of Students					
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	Capacity 2022-23
Pre-K	75	75	75	75	50	50
K	75	75	75	75	75	75
1	50	50	75	75	75	75
2	50	50	75	75	75	75
3	50	50	75	75	75	75
4	50	50	75	75	75	75
5	50	50	50	50	75	75
6	50	50	50	50	75	75
7	50	50	50	50	75	75
8	*****	50	50	50	50	50
9	*****	50	50	50	50	50
10	*****	*****	100	200	200	200
11	*****	*****	100	200	200	200
12	*****	*****	100	200	200	200
TOTAL	500	600	1000	1400	1400	1400

Section 1: Educational Program Design & Capacity

Program Overview

- #1.** The fundamental philosophy of Excellence 2000 Network Schools is summarized in the following statements:

WE BELIEVE THAT:

- All children can and will learn.
- Children should and will be the focal point for our school setting.
- Teacher's expectations determine student performance.
- Parental involvement determines student performance.
- Our school setting will be a pivotal difference in the lives of our students.

In summary, our philosophical beliefs are Teachers Teaching, Students Learning. Parents involved. Excellence 2000 Network Schools will be a school setting where children will be provided the opportunity to learn basic skills in Reading, Writing, Mathematics, Science and Social Studies. The students will also participate in a Music Program (which will include band, piano, strings, choir and dance) and a comprehensive Physical Education Program (which will include general health, nutrition, aerobic exercise/physical fitness and lifelong sports activities). Our students will be provided the opportunity to study and learn these subjects and accompanying fundamental skills in an accelerated teaching/learning environment. We will also devote additional instructional time (Time on Task), to the basic skill subjects, (Reading, Writing and Math) through a focused Extended Day and Saturday School Program. The underlying principle which will drive Excellence 2000 Network Schools will be that "All Children Can and Will Learn." Our primary focus will be to take students who are performing one to three grade levels below the academic norm and bring them back into the mainstream of learning. We will provide the opportunities for disadvantaged children, who are not experiencing success in the traditional schools, to get more intense individualized instruction to ensure that they can and will become successful students and citizens.

Curriculum and Instructional Design

#1. Common Core Curriculum

Excellence 2000 Network Schools will feature a curricular program based on student mastery of skills and objectives as outlined in the Common Core test. Along with the skills outlined, the basic principles of Accelerated Teaching, Learning and an Interdisciplinary Approach to teaching the basic subjects will be the major impetus for the instructional program. Mastery of these basic skills and objectives will allow students to "*catch up*", "*stay up*" and "*keep up*".

#2. Accelerated Teaching/Learning Process

Accelerated teaching/learning is a multifaceted teaching/learning system. The following outline is a simplistic approach to the Common Core Curriculum accelerated teaching/learning system:

The principal and teachers will:

- a) Identify the fundamental skills required for mastery of a subject area as identified in the Common Core Curriculum.
- b) Identify Instructional Calendar – All skills to be taught during a six-week instructional cycle.
- c) Administer a diagnostic assessment over the Common Core Curriculum taught during the instructional cycle.
- d) Profile student data and mastery of objectives.
- e) Offer tutoring, individualized instruction, and individualized student homework packets. A focused Extended Day and Saturday School Program will provide additional instructional “*Time on Task*”.
- f) Reteach objectives during the next teaching/learning phase

Academic Incentive Awards Program

An academic incentive awards program will be devised to encourage and support the progress of students. Awards and incentives will be given to students and staff each six-weeks for perfect attendance, academic progress, and objective skills mastery.

Interdisciplinary (Integrated) Teaching Progress

Students will be taught the basic skills in mathematics, for example, division. As the skills are being mastered, the ultimate test will be for students to take a division problem and write the procedure, “*how to*”, to solve a division problem. The students have to be taught the fundamentals of the “*how to*” style of writing in addition to the fundamentals of division. Now writing and mathematics have become interdependent upon each other. Students are learning both subjects and a plethora of skills at the same time. Mathematic skills for Division include: dividing, subtracting, and the language of mathematics. Writing skills will include: introduction, statements, grammar, punctuation, sequence, closure, conclusion and the various writing styles. These set of skills for mathematics and writing may also carry over (transfer) to Language Arts: punctuation, grammar, spelling and usage. Now we have three subjects at one time. Students are reading what they are writing – ultimate instruction – total integration of the curriculum.

#3. Curriculum Tied to Vision & Goals

The basic core subjects, reading, writing, mathematics, social studies and science will be our major focus for teaching and learning. The skills and objectives are outlined in the Common Core test. The uniqueness for addressing the instructional process will be accelerated teaching and learning along with using an Interdisciplinary Approach to teach basic subjects. A secondary approach to excellence will be the addition of music (choir, band, piano, and strings), dance, physical fitness (aerobics, golf, tennis) and nutrition as extracurricular activities to enhance the educational program.

#4. Methodology

The methodology will consist of teaching from a highly focused curriculum. This curriculum will feature the basic skills for reading, writing, mathematics, social studies and science as outlined in the Common Core test. For example, reading will consist of a strong focus on the phonetic approach at the K -2 levels. Additional approaches will include, but not limited to, whole words, sight words and the writing process. Writing for example, will consist of the following styles: Descriptive, Narrative, How to, Persuasive, and Expository. Writing will be emphasized in each of the core subject areas including mathematics. Mathematics for example, will consist of the basic operations, addition, subtraction, multiplication, and division appropriate for each grade level. Critical Thinking and Problem Solving will be equally emphasized throughout all subjects in the curriculum.

Provisions for Special Populations

Students with special needs will have an advantage by attending Excellence 2000 Network Schools. Special needs will be a focus of our curriculum as well as our school setting. Our hiring policy will also address these students by soliciting only applicants who have had success or a burning desire to work with special need students. Students who are two to three years behind in their academics will especially benefit from our instructional process. These students will have the advantage of a highly focused curriculum; academic progress monitoring on a regularly scheduled time frame; tutoring and individual assistance; and results which will be discussed with the student and the parent on a regular basis. Limited English Proficiency (**LEP**) students will have access to adults who are proficient in Foreign Language as well as English. Our hiring policy will address the need to hire adults with special talents. We attend to hire parents and/or community members with these skills which will improve and/or address the needs of our students.

Different Student Learning Styles

Grade Level	Promotion Standards
1 and 2	<ul style="list-style-type: none"> Students must pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language. State requirement of overall yearly average of 75 or above and local requirement of an average of 75 or above in reading, other language arts, mathematics, and science or social studies. Students must have sufficient attendance*
3 and 4	<ul style="list-style-type: none"> State requirement of overall yearly average of 75 or above and local requirement of an average of 75 or above in reading, other language arts, mathematics, and science or social studies. Students must have sufficient attendance*

5	<ul style="list-style-type: none"> • State requirement of overall yearly average of 75 or above and local requirement of an average of 75 or above in reading, other language arts, mathematics, and science or social studies. • Students must have sufficient attendance*
6 and 7	<ul style="list-style-type: none"> • State requirement of overall yearly average of 75 or above and a local requirement of an average of 75 or above in three of the four core courses: Language arts (average of reading and English), mathematics, science, and social studies. • Students must have sufficient attendance*
8	<ul style="list-style-type: none"> • State requirement of overall yearly average of 75 or above and a local requirement of an average of 75 or above in three of the four core courses: Language arts (average of reading and English), mathematics, science, and social studies. • Students must have sufficient attendance*
9 – 12	<ul style="list-style-type: none"> • Students must pass five (State of Mississippi Assessment of Academic Readiness) End-of-Course (EOC) assessments: Algebra I, biology, English I, English II, and U.S. history. • Students are promoted based on their total accumulated course credits prior to the beginning of the next school year. • Individual course credit is earned through a passing grade of 75% or above and sufficient attendance.

#5. Our comprehensive staff development program will be designed to address the learning needs of our students. The basic premise for our staff development program is to better train our staff to be able to cope with the needs and special needs of our students. Therefore, staff development will have a special emphasis on learning and learning style; how teaching style directly impacts learning style. The accelerated learning concept is designed to address the pace of how our students learn. Not only will they be introduced to various concepts but the level of mastery will be expected to follow shortly. In fact, the skills will be introduced, taught, learned, and mastered during the course of one of the six-week teaching/learning phases. Teachers will be expected to keep their room decorated with reading/learning aids in order to enhance the visual learner.

Pupil Performance Standards

- #1.** In order for Excellence 2000 Network School students to move to the next grade level, they must show that they have met our Promotion Standards. These standards include classroom grades, local or state tests, and attendance. Additional standards include the following:
- State requirement of overall yearly average of 75 or above and local requirement of an average of 75 or above in reading, other language arts, mathematics, and science or social studies
 - Passing scores (“meet minimum expectations”) on Mississippi State requirement tests
 - Adequate attendance – a student’s total number of unexcused absences cannot exceed 5 percent of class meetings
- #2.** In addition to local and state promotion requirements, the school will create the Student Success Initiative (SSI) to ensure that students receive the instruction and support they need to be academically successful in reading and mathematics. If the student does not meet the promotion standards outlined, Excellence 2000 Network Schools will contact the parent regarding opportunities for the student to receive additional instruction. Excellence 2000 Network Schools will contact parents at the beginning of each school year, and every six weeks following to keep them updated on the student’s performance. Also, if the student has excessive tardiness and absences the school will contact that parent immediately. Parent/Student contact allow parents and students access a variety of student information; see class assignments and school calendars, and even communicate personally with teachers. Parents have an option to set an appointment with the teacher to see if the student’s grades have dropped below a selected average or have been absent or tardy to class. Information that the school will provide to the parents are:
- Period and Daily Attendance
 - Class Schedules and Assignments
 - Progress Reports
 - Report Cards
 - Parent and Student Resources

High School Graduation Requirements (for schools serving grades 9-12 only)

- #1.** Having high expectations is important when helping students reach their post-school goals for work or higher education. High school credit requirements for math range from three to five credits including Algebra I, Algebra II, and Geometry. An upper-level math like Calculus or Trigonometry may be taken to fulfill this requirement depending upon whether the student is on a college prep track. Students on track for graduation can take other courses, such as, Business or Statistics. A student must have four credit hours in English courses. These credits are usually earned by taking English grammar and literature in 9th-12th grades. As with math, some students will have the option of taking Advanced English to earn college as well as high school credit. A student must earn at least 3 science credits in high school including Biology I, Biology II, and Chemistry. There are also other courses that can be taken to earn credits in science like Physics or Earth and Space Science. High schools will generally require 4 credit hours to be earned in social studies. There are a variety of courses that can be taken to earn these credits. United States History, World History, and State History are required of all students. Civics, Geography, Sociology, and Anthropology can also be

applied to this social studies requirement. A student will have to earn one or two credit hours by taking a foreign language between the 9th and 12th grade. Students are encouraged to proceed with the second year of study in the same language in preparation for college. Computer courses are now standard in high school. These may be in the form of data entry, keyboarding, or programming. There is usually a technological requirement of at least one credit hour in this area. Unofficial preliminary grade point averages and class ranks will be calculated and determined at the end of the junior year during the month of June. Middle school grade point averages are not a part of the official high school grade point average rank. These unofficial GPA's and ranks will be used for transcripts sent in the summer. Unofficial grade point averages and class ranks will be calculated in September for transcripts sent in the fall semester. Summer school grades and grade corrections made after June of each year will be included in the calculations. Official grade point averages and class ranks will be determined in the middle of January after the end of the fall semester for seniors. These GPA's and ranks will be used for transcripts sent for all Spring semester submission deadlines. High School electives are typically courses that fall outside of the main core academic subject areas (English, Math, History, Science, and Foreign Language). Excellence 2000 Network Schools will offer Band, Choir, Spanish, Golf, Chess, Tennis, ROTC and Cheerleading as electives.

- #2. Excellence 2000 Network Schools will offer dual credit to ensure that students are prepared for college or other postsecondary opportunities. Excellence 2000 Network School defines dual credit as a process by which a high school junior or senior enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. Dual credit courses include both academic courses as well as technical courses. These courses are stepping stones from high school to college, serving as a path to academic degree programs or college-level workforce education courses.
- #3. The system and structure that Excellence 2000 Network Schools will put in place for students who are at risk of dropping out or not meeting these requirements will implement our Saturday School and Extended Day Program. These programs will ensure that our students will stay on track and meet the state requirements. We will also offer one on one tutorials, if needed.

School Calendar and Schedule

- #1. See **attachment 2** for School Calendar and Schedules. The Excellence 2000 Network Schools operate on an annual academic schedule from August to the first week in June. This schedule consists of a total of 180 annual instructional days, which includes six hours of instruction per day. This calendar reflects the needs of our educational program by ensuring that our students will learn in a school setting compatible with their natural learning styles. The main focus of our educational program will be the accelerated teaching/learning concept.
- #2. See **attachment 3**

School Culture

- #1. Excellence 2000 Network Schools will also produce a culturally inclusive and respectful environment. The Excellence 2000 Network Schools will produce the ideal environment for the academic and

social development of its students by embracing everyone. The students, educators, families, and the community as a whole will put forth an effort to reach these measures. A positive school environment creates an optimal setting for teaching and learning. The school will establish values, beliefs, and norms that will provide a positive image which will allow the school to reach its common goals. One key factor is to embrace everyone to ensure that there is no prejudice against a certain group or population. Excellence 2000 Network Schools will also produce a curriculum that is culturally inclusive and respectful. The faculty and staff will effectively promote the desire to learn.

#2. The Excellence 2000 Network Schools represent equality among faculty, staff, students, and families. Excellence 2000 Network Schools will provide a safe and positive school setting where all students will be taught the 21st century skills in reading, writing, mathematics, science, and social studies. Students will also be able to demonstrate and apply lifelong learning skills necessary to become productive citizens.

#3. Special Education students will have an advantage by attending our school because of the additional time on task that we will be promoting. Our school will feature additional time on task by offering the students an extensive after school program. The curriculum will be highly focused and the focus will be tailored toward individual academic needs. During the school day, the students will be mainstreamed into the educational setting as much as possible. Students with additional special needs will be offered special training with a specialty teacher, for example, students with a speech impediment will have a speech pathologist to address their needs.

#4. A typical day for a 6th grade student includes the following:

- The student day begins around 6:00 am
- Bus arrives at residence around 6:30 am
- Bus arrives at school around 7:00 am
- Students are served breakfast in the cafeteria around 7:05 am
- Teachers pick students up from their holding room around 7:45am
- Students get situated put pack ups, etc. at 8:00am
- Announcements at 8:00 am
- Instructional Warm up at 8:15 am
- Reading 8:30am to 9:30am
- Math 9:30am to 10:30 am
- P. E. 11:15 -11:50 am
- History 11:50-12:30 pm
- Lunch 12:30 – 1:00 pm
- Review/Question and Answer 1:00-2:00pm
- Prepare for Dismissal 2:00-2:30pm
- Dismissal at 2:30 pm

#5. A typical day for a 6th grade teacher is as follows:

- Teacher reports to school at 7:00 am to prepare for the school.
- Teacher assist with assigned holding area until school starts 7:00 am: 7:45am
- Teacher picks up students from their holding room around 7:45 am.
- Announcements at 8:00 am

- Instructional Warm up at 8:15 am
- Reading 8:30am to 9:30am
- Math 9:30am to 10:30 am
- P. E. 11:15 -11:50 am
- History 11:50-12:30 pm
- Lunch 12:30 – 1:00 pm
- Review/Question and Answer 1:00-2:00pm
- Prepare for Dismissal 2:00-2:30pm
- Dismissal at 2:30 pm
- Teacher's planning period 2:30-3:30pm
- Teachers are dismissed at 3:30pm

Supplemental Programming

- #1. The Excellence 2000 Network Schools will not offer summer school at this time. The school will offer its summer school program once it obtains grades 8 and above.
- #2. The school will offer several extra and co-curricular activities and programs. These programs will be funded through federal and state funding. The extended day program will give the teachers and students another opportunity to engage in the teaching/learning process. The purpose for this program will be to increase the "time on task" for the students. The Extended Day Program will be offered at a specific time and it will be held four days a week, specifically, Monday through Thursday. Saturday School Program will begin in January. The program will be offered in three phases; it will consist of three or four Saturdays each phase. This program will be for our students to increase time on task to receive individualized instruction. This program will give our students additional opportunities to be successful in their basic skill mastery. The addition of music, i.e. band, choir, golf and tennis will be an enhancement to our instructional program. These three entities require an inner discipline in order to excel. We want our students to excel and become academically competitive. We want our students to meet and exceed each of the goals for the Core test as outlined by the State of Mississippi. We expect the discipline of music, golf and tennis to enhance our regular academic program. Spanish as a second language will be incorporated into the Saturday School Program.
- #3. Excellence 2000 Network Schools will form a partnership with the Mississippi County Health Department or write a grant to the State of Mississippi Health Department to implement a health program. We will need to know if the students are not being successful because of health concerns.
- #4. Not applicable.

Special Populations and At-Risk Students

- #1. Our Special Education program will feature ARD meetings to determine Admission into the program for students who have been referred for Special Education services. These meetings will include the student, the student's teacher, as well as the parent, an appropriate administrator, and an Educational Diagnostician. Appropriate tests will be administered by a diagnostician and the results will be used to determine the student's eligibility for Special Education services. Each eligible student will have an Individual Education Plan (IEP), which will serve as an educational guideline for the school, teacher, and the student to operate day to day. Any deviation in the IEP will necessitate an ARD meeting. Due process will also be an integral part of the students IEP. These students will be

included in the mainstream education and will be included in all school activities according to their interest. Services for expelled students will include home study and periodic home visits. The Excellence 2000 Network Schools will establish gifted and talented programs to recognize and challenge their intellect. We will approach the student at risk of academic failure or dropping out by placing them in smaller groups. We will allow them to engage in one on one sessions with teachers, counselors, and administrators. The English Language Learners (ELLs) students will have access to adults who are fluent in the English Language and proficient in a Foreign Language.

A measure that will be used to determine student growth, college readiness, skills and achievement gaps will be the Mississippi State Assessment. The test will serve as one of the primary measuring tools for the teaching and learning process. The Core test will give us an indication of how well our students mastered the basic skills as outlined in the Mississippi state manual and how well our students compare with other students in the State of Mississippi. The school's student performance/passing level will be determined as set forth by the State. The goals for our school's performance for the state test will equal or exceed the goals as established by the State within three years.

	% Eligible for Free Lunch	% Students with Disabilities
Anticipated school demographics	90	20
Current school district demographics	90	20
80% minimum calculation	95	20

#3.

- a) Teachers will identify the learning needs by bench mark profile testing.
- b) Excellence 2000 Network Schools will hire a consultant team to target areas of the special education department.
- c) Plans for promoting graduation for students will be based solely on completion of IEP requirements
- d) Excellence 2000 Network Schools will collaborate with consulting firms in order to identify the experience of staff, as well as, areas of expertise.

#4.

ELL students will be identified by teachers and ELL testing. Students will take weekly exams in all subjects to see if ELL students retain and comprehend all material covered in the week. During weekly exams teachers will examine if the student's academics, behavior, speech, and language are progressing/satisfactory. Teachers will check to see if the students are:

- Mispronouncing words
- Difficulty imitating speech sounds
- Uses gestures to express self
- Groups for words to express self
- Misses nonverbal social cues

- Misuses class time
- Lacks cooperation
- Lacks in class participation
- Does not accept responsibility

#5. If ELL students do not comprehend and retain the covered material, the teacher will then review all material taught the following day with the ELL students. ELL students will also take a benchmark test every six weeks to see if the ELL students comprehend and retain information. The benchmark test will show if ELL students are able to meet academic standards and measure individual growth. During bench mark testing, teachers will examine if students need:

- Shortened, simplified instructions
- Visual aids
- Modified format of exams
- Simplified homework assignments
- Reduced length of assignments
- Extra time to complete assignments
- Opportunity for oral responses
- Special arrangements
- Late assignments
- Altered format of materials
- Study aids
- Highlighted materials

ELL students will also be offered Extended Day and Saturday School. Both Extended Day and Saturday School will serve as tools to examine ELL student's strengths, weaknesses, and concerns with the academic standards.

#6. ELL teachers will be hired as needed based on ELL requirements and qualifications for teaching. ELL students will have access to adults who are proficient in Foreign Language as well as English. Excellence 2000 Network Schools will identify and meet the needs of gifted students through different learning styles and staff development. Staff development will have a special emphasis on learning and various learning styles. The accelerated concept will introduce altered variations of learning and will address the pace of how students learn. The curriculum will be designed to address day to day accelerated instructional skills and concepts.

Student Recruitment and Enrollment

#1. Excellence 2000 Network Schools will seek to the following to recruit students: We will print and distribute flyers to the neighborhoods, churches, barbershops, nail salons, grocery stores, and community centers. We will use a variety of on-line media to advertise through social media marketing Facebook and Twitter. The Excellence 2000 Network Schools website will advertise information sessions and open enrollment information. We will also host information sessions at community events to promote the school. We will establish connections with community relations, staff entities, and send email blast as appropriate. We will also establish relationships with political representatives who can identify potential students.

- #2. Excellence 2000 Network Schools will start its recruiting process in April 2017 and will end in late August 2017. The principal, staff, and support staff will be responsible for the recruitment of students.
- #3. See **Attachment 4** for Enrollment Policy. Recruiting will focus on families in poverty, academically low achieving students, students with disabilities, English Language Learners, and other youth at risk of academic failure. The school will require extra attention and effort to engage those families who may not be as willing or able to seek out new schools.

Student Discipline

- #1. a. Discipline procedures will be another facet of our comprehensive staff development program. It is expected that the teacher will utilize a discipline plan for their classroom: for example, first offense will be warning, second offense will be a time out, third offense will be to deny a privilege; fourth offense will be a call to parent; fifth offense will be a parent conference will be requested; sixth offense student will be assigned to in-house suspension. For serious offenses, the teacher will refer the student to the Principal's office. The Principal will work closely with parents to issue appropriate disciplinary consequences.

b. Disciplinary offenses that can and may result in suspension or being expelled:

- Bullying/ Harassment (sexual harassment) - Unwanted and repeated written, verbal, or physical behavior, including threatening, insulting, or dehumanizing behavior which can cause discomfort or humiliation. (suspension)
- Computer misuse/ abuse/ harassment (cyber bullying) - Manipulating computer hardware, software, or data. Using internet to post inappropriate information. (suspension)
- Contraband- Possession, use, sale, distribution, or under the influence of alcohol, drugs, or other substances. (expulsion)
- Disruption of School- To include but not limited to bomb threats, arson, false fire alarms, etc.(expulsion)

c. Rights of Students with Disabilities during Discipline procedure:

Students with disabilities are not exempt from the school's disciplinary process, nor are they entitled to remain in a particular educational program when their behavior impairs the education of their peers. The discipline action depends upon the nature of the offense committed by the student. With the exception of short-term suspensions, students with disabilities will be handled differently.

Individuals involved in the different stages:

- School's official (responsible for discipline)
- The student
- The student's parent/ guardian
- After 10 cumulative school days of removal from school in a school year, students with disabilities must continue to receive educational services while on suspension.
- Behavioral Intervention Plan (BIP) is put into effect to help better understand the behavior patterns of the student. During this process, behavior interventions are conducted with the help of parent involvement.

d. Discipline Due Process Rights:

The student must be told the accusation against him or her, and the basis for the Accusation. If a student is facing more serious punishment (suspension more than 10 days, or expulsion), the student is entitled to a formal hearing before the punishment. The student can be

suspended prior to hearing without notice only if officials think he or she imposes danger to other students or school property. During suspension for more than 10 days' students must continue to receive educational services.

#2. See **Attachment 5** for Discipline Policy

#3. Informing Students and Parents of Discipline Policy:

Parents and students will be informed of the discipline process by being distributed an Excellence 2000 Network School's Disciplinary and Procedures handbook during time of registration that will go into depth about the following contents:

- A formal letter to Parents
- Ensuring Safe Learning Environments
- Student Responsibilities and Rights
- Disciplinary/ Appeal Process
- Recommendations for Parents
- Sample of Discipline Policies

Parent and Community Involvement

#1. Parents will play an integral role in the education of their children. Parents will be expected to volunteer their time, energy, expertise, and resourcefulness to our network schools. There will be different Parent Advisory Councils anticipating parental involvement. There will be an Instructional Council consisting of teachers and parents; a Personal Council consisting of staff members and parents; a Budget Committee consisting of staff members and parents. These councils will encourage the participation of parents in the decision making process. The ultimate outcome will be an outstanding PTO group that will encourage an adequate amount of parent participation.

#2. It is expected parents will be an integral part of the teaching and learning process. The school will therefore expect that parents will attend school meetings on a regular basis, visit their students in the classroom from time to time, schedule conferences with their child's teacher, and have a working relation with their child's principal. We will solicit parents who will be full stakeholders and partners to promote the educational well-being of all of our students. Community members will be expected to participate in the development of Excellence 2000 Network Schools.

#3. Governing Board meetings will be open to the public as we want to encourage participation from the community. The daily operations will be open to the public as much as security will allow. Community members will be invited to participate in various school programs and their input will be seriously taken under consideration. Excellence 2000 Network Schools has incrementally expanded its network of schools in Texas over the past 18 years, proudly serving the city of Dallas and the City of Houston.

#4. Excellence 2000 Network Schools does not currently offer community resources to its students and their parents. However, we will be seeking partnership with community organizations, businesses, and educational institutions to provide community resources in the future.

Educational Program Capacity

- #1. The key members of the school's leadership team will include the following: The Board Members, the Financial Manager, and the Superintendent. Other positions include administrators and staff development/curriculum directors.
- #2. See **Attachment 7** for Collective Qualifications for School Leadership
- #3. No candidate has been identified for the position at this time. The Board Members, Executive Director and other Administrators will go through a detailed process to select the most qualified candidate to fulfill the position. The recruitment process usually begins within the organization; seeking out potential candidates who already hold an administrative position. If a candidate is selected from within the organization, he or she must undergo the necessary trainings to ensure that they are up to date with regards to qualifications and standards. See **Attachment 8**.
- #4. Excellence 2000 Network Schools currently does not have any ties to the targeted community. However, based on the knowledge of the demographics of the targeted community, Excellence 2000 Network Schools plans to implement strategies to make direct contact with parents, students, businesses, and politicians within the targeted community. We will seek out the people and groups who are interested in supporting and contributing to the organization. We hope to partner with small businesses and big businesses, organizations, and other groups for the use of advertising outlets to build relationships within the community.
- #5. There are no organizations, agencies, or consultants that are partnered with Excellence 2000 Network Schools at this time.
- #6. The Executive Director has created a team of currently employed administrators who are assisting with the school's development process. The Executive Director, along with his team will work on a full-time basis to lead the school's development following the approval of the charter.
- #7. The planned process for sourcing and training potential school leaders will be based on the requirements and standards given by the State of Mississippi. Leadership from the current schools will be sourced based on qualifications and availability.

Section 2: Operations Plan & Capacity

Vision, Growth Plan, and Scale Strategy

- #1.** It is the vision of Excellence 2000 Network Schools to deliver a school setting where children can be provided the opportunity to learn the basic skills in reading, writing, mathematics, Science, and Social Studies. In addition, it is the mission of the organization to provide a safe and positive school setting where all students can be taught the basic skills in reading, writing, mathematics, science, and social studies. The projected growth plan in Mississippi shall target developing schools in the state where student's academic performance is below state standards. Our schools shall be developed and designed with a focus on closing the achievement gaps through an accelerated teaching-learning instructional scope for at-risk students. It is the intent of Excellence 2000 Network Schools to develop and re-fine its growth plan for Mississippi after its second year of successful operation in Vicksburg, Bolton, Bovina, and Jackson School Districts. The Excellence 2000 Network Schools Advisory Board and leadership team shall develop a plan that will outline a timeframe for the possibility of statewide growth.
- a. Excellence 2000 Network Schools has proposed to open four K-12 schools in the state of Mississippi. The projected locations are Vicksburg, Bolton, Bovina, and Jackson.
 - b. Excellence 2000 Network Schools proposed opening will be for the 2017-2018 school year.
 - c. Excellence 2000 Network Schools demographics will focus on families in poverty; academically low achieving students; students with disabilities; English Language Learners and other youth at risk.
 - d. The projected enrollment of Excellence 2000 Network Schools for the first year will be 500 students, the second year 600 students, the third year 1000 students, the fourth year 1400 students and the fifth year 1400 students.
- #2.** Excellence 2000 Network Schools will serve students reflecting the demographics of Bolton, Bovina, Jackson, and Vicksburg. We are committed to serving all members of the community. Excellence 2000 Network Schools will actively seek to enroll children who reflect the range of racial, ethnic, and socio-economic backgrounds that exist within the diverse and changing neighborhoods of the state of Mississippi. We expect to continue to serve the neighborhoods of the cities over the life of the charter and we will maintain a minimum of 80% enrollment of children who receive free and reduced lunch.
- #3.** Excellence 2000 Network Schools has reorganized its organizational structure to form the Excellence 2000 Network Schools to support the expansion of its educational model. The new structure has been designed to build a network of schools staffed with highly qualified leaders who are innovators and capable of creating school environments that are conducive to engaging at-risk students based on the foundational instructional approach of accelerated teaching and accelerated learning.

To ensure quality growth, Excellence 2000 Network Schools will evolve in a manner that aligns with its strategy and core operating principles, including:

- Home office Organization-Excellence 2000 Network Schools will grow its home office in a manner that progressively increases management capacity and functional expertise in anticipation of the system's growth.
- School Organization-Excellence 2000 Network Schools will increase school level autonomy through the delegation of responsibility for staff and student recruiting, core element implementation, daily operations, and budget management.
- Performance Measurement-Excellence 2000 Network Schools will implement a comprehensive performance measurement and assessment process.

#4. Excellence 2000 Network School's track record of success in Texas demonstrates our ability to scale and render necessary support to ensure quality. Excellence 2000 Network School's academic performance has constantly improved at a steady pace year after year. Excellence 2000 Network Schools has been recognized for outstanding achievement on State Exams. The recognition was awarded by the governor of Texas.

#5. Not Applicable

#6. See **Attachment #9** for Business Plan

#7. Given that two schools in the Excellence 2000 Network Schools are in Texas, the undergo in scaling that state are the most applicable for comparison to our plan to scale in Mississippi. Excellence 2000 Network Schools has incrementally expanded its network of schools in Texas over the past 18 years, proudly serving the City of Dallas and the City of Houston. Excellence 2000 Network Schools Management Team will provide support and oversight to Excellence 2000 Network Schools in Mississippi by ensuring that our Mississippi schools render best practices and lessons learned from Excellence 2000 Network Schools over an eighteen-year history. Our team is focused on ensuring that all requirements to open a brand-new school are completed accurately and in a timely manner. The steps planned to scale our model involve:

- a) **National Level**-The Common Core test will be utilized for assessment on the national level. More specifically, a pre-test-post- test design will be utilized for this phase of the academic program. A pre-Core test will be administered in October and a post-Core test will be administered in April. This design is selected for two reasons: 1) diagnostic purposes at the beginning of the school year-to determine where the students are functioning academically; 2) academic growth from the beginning of the school year to the end of the school year-to determine student's academic progress and to evaluate the teaching learning process.
- b) **Local Level**- Classwork and homework will be utilized as a measure of student academic progress. These components will give us a daily, weekly progress report for student achievement. Teacher made assessments will also be a significant part of measuring student success. The classroom assessments and homework assignments mastery level will range from 70%-80%. A formal local school assessment will also be administered at the end of each six-week period to determine the academic progress of each student. The

results will be utilized as diagnostic information to plan and implement a consistently efficient educational program.

The Excellence 2000 Network Schools will also utilize other ways of determining progress during the course of the school year. The following list will be included:

- Parent Surveys- The parent survey will be developed and designed to seek parental input as to how the school is performing in relation to student achievement. Parents are an incredible resource for aiding the school setting in serving the uniqueness of the individual student.
- Student Attendance- It is expected that our daily student attendance will be in the high 90%. In fact, we expect student attendance to consistently be above 97% on a daily basis. We will strive to make school fun and a place where students want to come to everyday. Our comprehensive extra-curricular program and an education program that ensure students will promote good student attendance
- Staff Attendance- It is expected that our staff will come to work on a consistent basis. Equally important for student attendance is staff attendance. The teaching/learning process cannot excel without good teacher attendance. The extensive attendance award program, a comprehensive staff development program, and positive administration support will promote good staff attendance.
- Parent Participation- It is expected that parents will be an integral part of the teaching and learning progress. Student with parents who are involved in their school tend to have fewer experiences with behavior issues. Therefore, parent involvement is highly recommended and promoted within our organization.

Network Performance Management

#1. Excellence 2000 Network Schools plans to monitor performance of the portfolio as a whole, through evaluations by the principal. This includes teachers, instructional aids, food service, custodial staff, and transportation. If a staff member fails to meet expectations, he or she will be given the opportunity for improvement. The quality and commitment of our teachers, school leaders, and other staff are what constitutes the difference in the lives of our scholars. Excellence 2000 Network Schools will mandate guidelines for improving performance.

Reasons to adopt clear guidelines for performance improvement include:

- Providing the staff member with insight on the area or areas that they are not meeting.
- The staff will receive trainings on the areas of low performance.
- Staff member will receive clear guidance on exactly what must happen in order to improve his/her performance.
- Ensuring performance issues are dealt with in a way that meets all legal and professional standards.

#2. Excellence 2000 Network Schools approach to academic underperformance for schools that fall short of student academic achievement expectations is that students are benchmarked every six weeks. Students are also tested every Thursday to identify what information is obtained or mastered. As a result, if performance is still low, Saturday School and Extended Day is implemented. If the students continue to perform low, the student will receive one on one support and allowed additional instruction time.

School Level Performance Management

- #1.** The plan for using internal and external assessments to measure and report against the Mississippi Charter School Performance Framework will be based on the category of the Performance Framework that is being addressed. Excellence 2000 Network Schools operates using an integrated system for all divisions within the school. All internal and external assessments, due dates, ongoing submissions, and annual reports are presented to several departments throughout the organization to ensure all departments are knowledgeable about it. If appropriate, all important information listed above will be given to all departments of the organization. Communication systems, electronic access to files, reports, and other data has been implemented and carefully structured to ensure privacy while also allowing the entire organization to stay on same page. Explanations for the plans addressing each category on which the charter schools will be evaluated are listed below.
- a) Student academic proficiency and growth- Excellence 2000 Network Schools has implemented a teaching method called the Accelerated Teaching/Learning Process that is mention throughout this application. The Accelerated Teaching/Learning Process uses an integrated teaching method for all core subjects, allowing old information to become repetitive and new information to be retained easily.
 - b) Achievement gaps in both proficiency and growth between major student subgroups will be address by the Accelerated Teaching/Learning Process mentioned above. This process is designed to bridge the gap between student subgroups; allowing students who are performing on their grade level to be challenged while also ensuring that students who are not performing on their grade level are able to catch up. This is the success tool used to bridge achievement gaps in proficiency and growth between major student subgroups. In addition, Extended Day and Saturday Programs are implemented to cover information that a student is having trouble learning. The overall teaching process with the incorporated programs will ensure the schools meets all academic performance indicators provided by the Framework.
 - c) Our student attendance incentive program will consist of several components. Perfect attendance will be recognized every six weeks. Students with perfect attendance for each six-week period will be invited to an attendance party. An Attendance program will be scheduled in order to honor students and their parents with certificates. At the end of each semester, students that maintained perfect attendance for three consecutive six-weeks will receive a pin, a certificate and will be invited to go on a school field trip. Students who maintained perfect attendance for the entire year will receive a school watch and a perfect attendance trophy.
 - d) All faculty and staff will be involved in plans for recurrent enrollment from year to year. Excellence 2000 Network Schools has Parent Advisory Boards that integrate with the following councils and committees: Principals' Advisory Council, Instructional Council, Personnel Councils, and Budget Committees. Each committee is involved in ensuring the students return for the following academic year by providing the appropriate accommodations that are requested by students or parents. In addition, the school will partner with the community and businesses within the community to promote a deeply rooted, family oriented type of relationship.
 - e) In-school and out-of-school suspension rates and expulsion rates will go hand in hand with the disciplinary procedures, which is designed to keep students from spending less time outside of class and more time in the class room. Big incentives are used as a positive reinforcement for students with disciplinary problems. Exciting extra-curricular activities are used to better students with disciplinary problems. Discipline procedures will be another facet of our

comprehensive staff development program. It is expected that the teacher will utilize a discipline plan for their classroom.

- f) Graduation and dropout rates will be directly related to in-school and out-of-school suspension rates and expulsion rates. Our disciplinary procedures are designed to increase graduation rates and decrease drop-out rates. In addition, the teaching process is designed to keep students engaged; leaving little time for disciplinary problems and promoting graduation.
- g) The plan for postsecondary readiness will begin in grades six and above. Programs are implemented to help students understand the concept and college readiness and prepare for it. Excellence 2000 Network Schools will ensure that all students are prepared and informed about college. These programs will bring in college representatives that will teach students about applying and paying for college. In addition, the school will bring in representatives from different employers to discuss employment options after college. All students will be encouraged to apply to postsecondary institutions. Building student interest will include college tours, participation in college activities, programs, and preparation for college and employment.
- h) Excellence 2000 Network Schools will implement a plan to ensure that the school meets all Finance Performance Indicators including all potential points regarding Fund Balance, Audit Findings, Debt to Asset Ratio, and Timely Reporting. Excellence 2000 Networks Schools have implemented an independent assessment of internal controls which includes controls over cash disbursements. The internal controls have been put in place to ensure that cash disbursement will provide supporting documentation for expenditures. Excellence 2000 Network Schools has taken action to have an independent assessment of internal controls which included compliance with laws, rules and regulations required for charter schools. All financial information will be disclosed as prescribed by law.
- i) Each board member will serve as the legal agent of the State of Mississippi in carrying out the request of the citizens in the matters of public education. The school board is the policy-making body for the school district. In addition to setting policy, the board of education also hires the superintendent of schools, holds regular scheduled meetings to conduct the business of the district, and approves employment and termination of personnel. The board of education also approves the budget. Excellence 2000 Network Schools three board of directors are elected community volunteers who serve a one-year term. At the meetings of the board in December, the board elects a president, vice president, and secretary to serve for a one-year term.

#2. Excellence 2000 Network Schools will use profiling to measure and evaluate the student academic progress. During the process of profiling the assessment data, the teacher also will get a chance to become familiar with each student in relation to the teaching/learning process. This is a process whereby the teacher gets to know each student's strength and weakness; can give classwork to work on weaknesses; can make homework assignments for specific students to work on specific skills not quite mastered; in essence, the teacher can lead and guide the learning process by addressing individual strengths and weaknesses of each student. Reporting the results (data) to the students is an effective way to motivate extra effort from the student. Teaching/learning is a partnership between the teacher and the student. For example, it is very important for the student to know that mastering a skill could have taken place by answering two more questions. It is important for students to know

that they have six - weeks to learn the skills necessary for mastery before the next assessment period. This data is important for parents to know as they assist students through the homework process. Profiling the data gives the students and parents an opportunity to see the results. Hearing the teacher discuss the data gives the students and parents an opportunity to know exactly where they are in the learning process and what they need to work on for total learning success.

- #3. The Staff Development/Curriculum Director is responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement. This person will be responsible to assist teachers in the classroom with the teaching process. The Staff Development/Curriculum Director must be able to demonstrate various teaching concepts/strategies for teachers within the classroom setting with the students present.
- #4. School leaders and teachers will receive various trainings on analyzing, interpreting, and using performance data to improve student learning. They will participate in workshop and attend trainings on and off campus. The Staff Development/Curriculum Director will ensure that everyone one is conducting their profiling and benchmarks correctly. These individuals will also participate in staff development.
- #5. Low performances of profiling and benchmarks will serve as triggers for corrective actions. As a result of low academic achievement expectations or goals, students will be attending Saturday school and participating in extended day.

Performance Track Record

- #1 See **Attachment 10** for Portfolio Summary
- #2.
 - a. The primary causes of the school's distinctive performance are based on the following: Accelerated Teaching/Learning Process, Academic Incentives Awards Program, and Interdisciplinary (Integrated) Teaching Process. The accelerated teaching /learning is a multifaceted teaching/learning system.
 - b. Our schools mostly serve students who are economically disadvantaged and are performing below their grade level due to various unfortunate circumstances. Students in this category have posed challenges for our school because they require extra attention in many different areas, such as, academics, social skills, and disciplinary improvement. These things alone have challenged our schools to create a teaching/learning process that is very different from traditional schools which is listed in the steps above. In addition to our distinctive learning process, we have incorporated many unique extra-curricular activities to help students with social skills and disciplinary problems. All of these things were created as an overall solution to help our students succeed and achieve these results.
 - c. Schools in our organization's portfolio are all equally informed and/or affected by another's performance. Both schools operate based on the same methods and learning/teaching processes. Therefore, if the students' success results do not meet expectations, the affected school will undergo a process to create solutions for the problem, while the informed school undergoes a process for prevention against the problem.

- d. Effective practices, structures, and strategies were identified based on the students we target and the results they produce. These methods were implemented in other schools by also using the original Accelerated Teaching/Learning Process, Academic Incentive Awards Program, and the Interdisciplinary (Integrated) Teaching Progress. The process works by integrating and connecting all parts of the curriculum; making it repetitive. The more traditional segmented curriculum in which the school-day is broken into discrete time periods (*sometimes too short, sometimes too long*) devoted to a specific subject makes it harder for students to learn and remember because it provides no mental anchors. Similarly, basic skills taught in a vacuum are less easily acquired. Students cannot be good writers unless they have something to write about. They cannot make sense of math concepts unless they can apply them in the real world.
- #3. Our schools have not experience any low or unsatisfactory performance severe enough to affect the schools' long term or short term performance results. However, if there were to be any circumstances regarding low performance, the school will take the necessary actions to create and implement new practices, structures, or strategies as a solution. The overall education system is constantly evolving. Our schools will continue to learn as we go; making the necessary adjustments to prevent any possibilities for low performance.
- #4. Our organization has not terminated any contracts with the schools nor has any schools terminated contracts with the organization.
- #5. Our organization has encountered one instance regarding non-renewal which resulted in the termination of one of our school's contract during the 2013-2014 academic school year. We firmly believe the allegations for our non-renewal were misinterpreted by the Texas Education Agency (TEA) due to the organization proceeding too quickly without properly investigating the causes. The allegations for revocation included the following: errors with employee background information and errors regarding financial data. Our organization has taken the necessary internal and external actions to ensure these errors will not occur in the future. Our school was granted renewal and continued operations for the 2014-2015 academic school year.
- #6. Our organization has not experienced any performance deficiencies with the schools it operates. However, we have experienced compliance violations associated with the allegations against one of the schools which is listed above. The formal authorizer, TEA, intervened which resulted in non-renewal of our contract. The resolutions for the compliance violations are listed above.
- #7. Our organization, nor any school it operates has experienced any current or past litigation.
Attachment#11, not applicable

Organization Management

- #1. See **Attachment 12** for Organization Charts
- #2. **Shared or centralized support services:** At this time, **Excellence 2000 Network Schools** does not currently utilize shared or centralized services to aid schools in the authorizer's state.
- #3. **School and Organization-Level Decision Making Responsibilities Chart:**

Decision Making Responsibilities

Function	Network/Management Organization Decision-Making Responsibilities	School Level Decision-Making Responsibilities
Performance Goals	Students will be provided the opportunity to learn basic skills in Reading, Writing, Mathematics, Science, and Social Studies. The students will also participate in a Music Program (which will include band, piano, strings, choir and dance), and a comprehensive Physical Education Program (which will include general health and nutrition, aerobic exercise/physical fitness and lifelong sports activities, for example golf and tennis). Our students will be provided the opportunity to study and learn these subjects and accompanying fundamental skills in an accelerated teaching/learning environment. We will also devote additional instructional time, (Time on Task), to the basic skills subjects, (Reading, Writing, Mathematics), through a focused Extended Day and Saturday School Program.	The underlying principle which will drive Excellence 2000 Network Schools will be that "All Children Can and Will Learn". Our primary focus will be to take students who are performing one to three grade levels below the academic norm and bring them back into the mainstream of learning.
Curriculum	Excellence 2000 Network School's primary focus will be directed toward developing a school setting where children can develop their academic dreams and aspirations. Variety in the instructional process will be a significant contributor to this instructional goal. Teachers will have an opportunity for input into the curriculum thus allowing for ownership. More importantly, it will enhance and systematize the teaching learning process, good for teachers, students, parents and the school setting.	Curriculum is designed, by the Principal and teachers, to address day to day instructional skills and concepts, then the staff can begin to think about how the curriculum may be accelerated. Once an initial assessment is complete the data. Must be profiled and shared with students and parents. The day to day instructional blue-print will be developed and implemented based on the initial assessment data.
Professional Development	Excellence 2000 Network Schools has a team of experienced leaders in school leadership and management. This team of leaders shall work with the advisory and local board of directors, as well as, the oversight of the school operations, curriculum and instruction, programming, student retention and recruitment, staff development, compliance, federal programs, parent engagement, and community and business partnerships.	Leadership team shall ensure that the most talented teachers and leaders are selected to implement the educational model as designed by Excellence 2000 Network. The organization shall incorporate a professional development that will be conducive to the needs of the staff and in alignment with the Mississippi state standards for teaching and learning. Additionally, the organization shall work to build sustainable business and community relationships in an effort to build a pipeline of supportive resources.
Data Management and Interim Assessments	Data will be shared with the parent on a regular basis, it will also provide the parent with more information about the student. Diagnostic assessments are not only a	Reporting the results (data) to the students is an effective way to motivate extra effort from the student. Teaching/learning is a partnership between the teacher and the student.

	measuring tool for the students but a measuring tool for strengths and weaknesses of the teacher. The only way a teacher knows for sure that they are effective is to monitor the progress of the student. A subject, skill or concept has not been taught if a majority of the students are not mastering the subject, skill or concept.	It's important for students to know that they have six - weeks to learn the skills necessary for mastery before the next assessment period. This data is important for parents to know as they assist students through the homework process.
Promotion Criteria	Promotion involves primarily assessing achievement in teaching, i.e. contribution to, or leadership of the strategic development, management of a subject and/or teaching program. At a senior level this may involve the co-ordination of the work of a teaching team, the creation of cross-faculty and cross-institutional teaching collaborations.	<p>Teaching is coupled with a satisfactory record of research, knowledge transfer/exchange, and enabling. Evidence is required that the results are outstanding, easily recognized, and widely effective in improving or enhancing the teaching schedule. Therefore, it is recognized that not all staff/teachers for promotion will meet all of the criteria. The Promotions Committee/Human Resource will take into account:</p> <ul style="list-style-type: none"> • An appropriate number of students successfully supervised. • Evidence of developing and delivering challenging and innovative learning activities/teaching materials and of evaluating their impact on student learning • Experience of introducing innovative changes to the curriculum and of a significant contribution to the skills/knowledge base in relation to teaching and learning within classroom.
Culture	In teaching materials and learning experiences, the backgrounds and perspectives of previously excluded subcultures are increasingly being represented in our organized school curriculum. In addition, <u>learning standards</u> —brief descriptions of what students are expected to learn and be able to do at particular ages and grade levels—are evolving to reflect greater cultural diversity.	Excellence 2000 Network Schools incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. In many cases, "culture" is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, class, and gender.
Budgeting, Finance, and Accounting	<p>The following measures have been taken to ensure the schools are in compliance at the local, state, and federal level:</p> <ul style="list-style-type: none"> • Assessment of internal controls • Controls over cash disbursements <p>Supporting documentation for expenditures</p>	In regards to budgeting the school will use comprehensive information systems, including financial data and student performance measures to support and align effective practice across programs and educational departments.
Student Recruitment	The recruitment and enrollment process is planned to ensure that parents and students are both informed and aware of open enrollment. Parents will be given informative recruitment packets that will be pre-printed to avoid hassle. Excellence 2000 Network School will first target "in-house" students; then community outreach methods will follow this process to recruit.	Excellence 2000 Network Schools teachers will conduct parent meetings to encourage the importance of "in-house" students reapplying for following school year. Next, Community outreach will be done with the use of informative recruitment flyers, "door-to-door" method will be utilized to ensure teacher involvement during the recruitment process is strongly promoted; and promotion booths will be set up in nearby businesses with informative recruitment packets (staff will use this time to inform parents who are seeking a new academic institution for their children).
School Staff Recruitment and Hiring	Excellence 2000 Network Schools recruits staff year round using various advertising outlets that ensure we receive the most qualified applicants. The various advertising outlets include various job fairs at the city and state level. We also	Excellence 2000 Network Schools requires all teachers to be degreed. Excellence 2000 Network teachers must interview with a screening committee. After interviewing with the screening committee team, an applicant must submit an

	<p>advertise through classified sections in local newspapers and job boards at local and statewide colleges. All applicants for positions with The Children First Elementary Academy are required to complete an application for employment. All information must be true and complete. Any false information, omissions, or misrepresentations may result in the application being rejected and if applicant is employed, termination of employment may occur at any time.</p>	<p>official transcript from the applicant's college. The official transcript must include a minimum of a four-year Bachelor's degree at a valid college and must be submitting within thirty days of hire. All teachers must also have the following documents on file:</p> <ul style="list-style-type: none"> • Complete Application • Copy of Degree (s) • Copy of Transcript (s) • Copy of Social Security Card • Copy of the teacher's Driver's License • Completed W-4 Form • Signed Contract • Criminal Background Check • Commitment of Duties • Dress Code Agreement • Salary Agreement
HR Services (payroll, benefits, etc.)	<p>Superintendent shall present to the board a plan for staffing the school district for a successful school year. The plan shall show all professional positions required for the normal and efficient operation of the school district. The board delegates to the superintendent the authority to assign professional employees to positions and duties which the employees are qualified to serve. The superintendent will submit to principal a pool of qualified applicants for campus staff position. Finance Director will work closely with all upper administration to make sure that the school's budget and resources are used in the most efficient way. A major part of the Finance director's job is financial management and accounting. Finance Director will advise the head teacher and governors of the financial policy, plan how to spend and control the budget and reduce cost, order goods and services, pay suppliers and contractors, pay salaries, keep accounts for inspection, report to the board, governors, and local authority and government departments.</p>	<p>Principal may assign a campus staff member to perform appropriate duties. Principals do not have the authority to hire, to suspend, or to dismiss professional employees. However, a principal may remove from the campus for not more than three consecutive days any staff member assigned to the campus if the principal believes that the person's conduct or performance interferes with efficient, orderly, or safe operation of the school, and the principal shall notify the superintendent immediately after any removal. During this process the assistant principal oversees the duties assigned by school principal. Finance Director will train, recruit, and manage school support staff control school building and maintenance.</p>
Development/ Fundraising	<p>Excellence 200 Network Schools will not participate in Fundraising.</p>	
Community Relations	<p>Community members will be expected to participate in the development of Excellence 2000 Network Schools. Governing board meetings will be open to the public as we want to encourage participation from the community. The daily operations will be open to the public as much as security will allow. Community members will be invited to participate in various school programs and their input will be seriously taken under consideration.</p>	<p>Community surveys will be developed and designed to seek community input/involvement as to how the school can improve for the sake of the children.</p>
IT	<p>Management will be responsible for selecting and monitoring the right organization for IT services.</p>	<p>Before using technology equipment, it is the school's responsibility to provide proper training to staff by hiring IT specialist.</p>
Facilities Management	<p>The extent of internal control that Excellence 2000, Network Schools should establish is a judgment that must be made by management. Management's judgment regarding the extent of internal control necessary is affected by circumstances such as the size of the organization and the number of personnel available. Consideration must be given to the relationship between costs and benefits.</p>	<p>In addition, the nature of internal control is such that even appropriate internal control methods and systems will not guarantee that Excellence 2000, Network Schools' objectives will be achieved, nor will they ensure it success. However, internal control is continuously a work in</p>

		progress and we make adjustments as the educational system change.
Vendor Management / Procurement	Managing Vendors that work within Excellence 2000 Network Schools means to not only manage vendor contracts but to ensure the performance of services are effective. The Finance Director will ensure there is a control in cost, monitor the performance and value of paid services. The Finance Director will establish/seek all vendor management organizations when services are needed. This process will be used to monitor the number of vendor services.	IT and Special Education specialist when scheduled are involved in purchasing decisions. Vendors are informative and helpful to the staff/teachers. Using these measures to support and align effective practice across Excellence 2000 Network Schools programs and educational departments.
Other operational services		

#4. See **Attachment 12** for Organization Charts with Year 1, 3 and 5 Network

Legal Status and Governing Documents

#1. The Board is the governing body of the school district. It decides on policy, and makes sure that the organization's policies are carried out.

- The Board oversees the financial operation of the organization through its Treasurer. It is responsible for any mistakes, bad judgment, or illegal financial activity.
- The Board hires, fires, and supervises the Director, and oversees the operations of the organization. It usually doesn't interfere in day-to-day decisions, but it might work with the Director or ask him or her to do something specific to correct a problem or deal with an issue.
- The Board is legally responsible for all the actions of the organization. If the organization does anything illegal, owes money, or is sued, the Board is the responsible party.

#2. See **Attachment 13** for Bylaws, Code of Ethics, Governing Documents, and Assurance

Organizational Governance

#1. Each board member will serve as the legal agent of the State of Mississippi in carrying out will of the citizens of the schools in the matters of public education. The school board is the policy-making body for the school district. In addition to setting policy, the Board of Education also hires the superintendent of schools, holds regular scheduled meetings to conduct the business of the district, approves employment and termination of personnel, approves the budget, approves property purchases, approves new building plans and awards bids, hears grievances of employees, students, and community members of the district and authorizes collection, disbursement and auditing of funds.

#2. See **Attachment 14** for Board Member Information Sheet, Resume, and Citizenship. The Schools will elect school board members on the first Tuesday of November. Excellence 2000 Network Schools three board of directors are elected community volunteers who serve a one-year term. At the meetings of the board in December, the board elects a president, vice president, and secretary to serve for a one-year term.

#3. The Board of Directors will collect data to ensure that the school leader stays on track to achieve its vision by parent survey, collecting student data, teacher suggestions and yearly assessment.

#4. The systems by which the Board of Directors will collect information will be:

- a) Semester monitoring
- b) Yearly goal setting
- c) Yearly evaluations
- d) Utilizing research-based activities
- e) Continual Board Training

The process the Board of Directors will refrain from potential conflicts of interest before making decisions are as follows:

- a) Negotiating the collective bargaining agreement in which a relative is part of the unit.
- b) Setting on a personnel matter involving a relative.
- c) Acting on any matter that will affect a relative's working condition.
- d) Providing an employed relative with documents that are not in the public domain.
- e) Nominating a relative for a promotion.
- f) Speaking to other board members in favor of an employed relative receiving a benefit of any kind.

#5. Board Member Selection Process -Identifying those who need to be involved in order to accomplish your group's objective specific projects starting with the following questions:

- Who in the community that you are serving can most benefit if they were to participate?
- Who in the community can be most effective in bringing about the vision and mission?
- What roles are currently unfilled or need to be created and who might best fill them?
- Where these new members would be found.

a. The plan to recruit participants and members from diverse backgrounds and viewpoints includes the following:

- Include diverse groups (e.g., culture, age, income) at the inception of the initiative or project. What groups are missing currently?
- Make diversity and community representation of those affected by the issue or problem a priority in future recruitment and outreach efforts. Who will take responsibility ensure diversity and community representation among members, and how can they be supported?
- Recognize the experience of community members and the credibility their involvement lends to the effort. What kinds of knowledge and experience do community members have that could benefit your organization and its efforts?

b. Excellence 2000 Network Schools has found ways to identify who should be involved and who should not. Consider representation from different sectors, including:

- Social institutions (e.g., public and private schools, businesses, media, government).
- Other community organizations (e.g., clinics and hospitals, housing and
- transportation authorities, neighborhood associations, parent-teacher

- Organizations, professional groups, social service agencies, faith communities).
- c. **After considering your personal contacts, find other specific people or organizations to assist with the selection process to utilize:**
- Local community guides
 - Area phone directories
 - Lists of health and human service agencies (e.g., the local United Way may probe a good starting point)
- d. **Excellence 2000 Network Schools will allow the greatest diversity of people and organizations to participate. Consider how each potential barrier will be addressed:**
- Language (e.g., conduct the meeting in the language of the majority and provide interpreters for additional languages used by participants).
 - Child care (e.g., offer child care services at group functions).
 - Transportation (e.g., initiate creative transportation solutions for those without easy access to meeting places, such as community vans or car pools).
- e. **Excellence 2000 Network Schools will create an atmosphere that fosters continued participation by staff and volunteers:**
- A. Ask why people or organizations would want to be involved in your community initiative or organization. Indicate how your initiative or organization will:
- Address issues of genuine concern to the greater community
 - Involve community members and organization in defining and creating solutions to the problem or goal.
- f. **Excellence 2000 Network Schools will plan for involving new generations of people and organizations by doing the following:**
- Identify changing conditions and future developments that could change those who might benefit and contribute to the work. Who might be most affected by changing conditions and developments in your community in the future?
 - Indicate how new generations of people will be encouraged to participate. Who will identify and involve them in your organization's efforts?
- g. **Assess whether the participation plan is effective and make needed adjustments.** Specify what success would look like (and how we would know it) for:
- Participation from those who would most benefit (e.g. reaching 80% of those experiencing the issue or problem).
 - Involvement from those who could contribute (e.g., active participation by 40 community members).

- #6.** Individual schools will be balanced with network interests by connecting with professional counselors and other professionals with an interest in professional counseling ethics. These professionals are found in many settings where professional counselors work, and also include colleagues in closely related areas. Many school administrators network with these professionals to assist students with counseling, career planning and preparing students for college.

The networking process provides collaboration opportunities for counselors working in school settings or those who may be interested in working as a counselor in schools; counselors in guidance programs who want to focus their identities as professional counselors; and counselor educators and supervisors who are interested in advocating for and researching new models for the delivery of counseling services to children and adolescents in school settings.

- #7. The governance structure and composition will ensure that each school will be an educational and operational success by the following the educational model:**

- A.** Each week has defined curricular objectives.
- B.** Teachers assess students on those objectives at the end of the week.
- C.** Based on assessment results, teachers assign students to either reteach or enrich sessions for the following week.
- D.** Beginning the following Monday, students attend either a 30-minute reteach or enrich session every day.

Reteach and Enrich (R&E) is highly replicable; every school in the Excellence Network Schools District has implemented the program, and it continues to lead to improved student performance. However, there are some essential elements that are key to making it work.

- **A Common Curriculum Calendar**

R&E depends on a shared set of clearly defined curricular objectives that are scheduled out for the entire year. This means that for any given week within each grade, all the teachers are teaching the same objectives. However, they are not necessarily teaching the same way; the instructional approach is left up to each individual teacher. The calendar keeps them on track by setting the pace so that teachers know that by year's end they will have taught -- and students will have learned -- all the essential standards. When we hold students accountable for very specific standards, and we expect all of them to know that standard, then we hold ourselves accountable for getting that job done.

- **Dedicated Time**

Every day from 12:30 p.m. to 1 p.m., the whole school is involved in R&E. In addition to this daily half hour, R&E will allow the following: time for teachers to review and assess student data and plan instruction to meet each student's needs; both generally within the program. Each grade has dedicated common planning time for teachers while their students are in "specials" (e.g., P.E., computer lab, library time, and so on). For R&E, all the students transfer from their regular classroom to their assigned reteach or enrich room.

- **Collaboration**

Collaboration is a key part of the school culture and is essential to R&E. Students rotate to different teachers during R&E, so every teacher must be knowledgeable of every student in his or her grade level. Teachers will share information about their students' progress so that all the teachers in a grade level share ownership of each student's education

Formative Assessments and Data Analysis

Early on, the teachers create their own weekly assessments; the assessments are short (usually just five questions on one objective), but they provide consistent insight into students' progress so that teachers can address any needs. Teachers track the assessment data, data from schoolwide screenings, and quarterly benchmarks. The principal meets with the teachers every two weeks to review the latest results, to identify students who are struggling and to help teachers plan instruction accordingly.

- **Involved and Informed Leadership**

In order to address a variety of student needs, teachers must have access to resources. Principals must know what's going on in the classroom at all times. The principal must make routine class visits, converse with students, and attend every data meeting for all grades. As an instructional leader, Principals have to stay on top of the data and be actively involved in searching for students who are at risk or need an extra challenge."

#8. These are some of the factors schools should use to identify and address conflicts of interest:

- **Try to define inappropriate behavior before it begins.** For instance, how far can you go in advocating for a scholarship policy at the school where you serve on the board when that policy could benefit your family?
- **Request conflict of interest policies from similar organization.** How do other nonprofits handle conflicts of interest? Have they dealt with similar problems? What can you learn from them?
- **Gather relevant guidelines from professional associations.** If your organization belongs to a peer network or is certified by a particular agency, ask for criteria that address a similar problem or what guidelines they might have for various issues.
- **Disclose and then disclose some more.** Your organization's reputation is its most valuable asset. Even the perception of a conflict of interest can be terribly damaging. Disclose the facts, and do so as quickly as possible. Disclosure applies to both personal involvement and issues on an organizational level.

- **Call out a conflicts of interest when you suspect it.** If you believe that another board member has crossed a line by promoting his or her financial interest, take responsibility and disclose it. Try talking to the individual privately, but if this fails, bring it to the attention of the Board members for resolution. Having guidelines in place first will make this approach easier.
- **Recuse yourself.** If you think you have a conflict of interest and your colleagues agree, recuse yourself from the relevant discussion and votes. If you and the rest of the board have thought through potential issues early on and put guidelines in place, the likelihood of having to recuse yourself is less likely.

Advisory Bodies

- #1. a. Excellence 2000 Network Schools will provide support and oversight to the proposed schools in the State of Mississippi; ensuring that our Mississippi schools render best practices and lessons learned from the existing organization over an eighteen- year history. The Excellence 2000 Network Schools is a team of people representing each functional area within the company which include the following: governance structure, administrators, executive director, staff development/curriculum director, principal, faculty, parents, students, and community members. Our team is focused on ensuring that all requirements to open a brand-new school are completed accurately and in a timely manner.
- b. These board members will consist of persons who live and work in the community near the school. During the course of the year, expansion of the governing board will take place. The board will be expanded from three to five members. It is anticipated that new parents and staff members will be expected to serve on the governing board as the program continues to expand.
- c. Students will be expected to participate in the decision making process. The Student Council will serve as one component for the student participation in the decision making process. Community members will be expected to participate in the development of Excellence 2000 Network Schools. Governing board meetings will be open to the public as we want to encourage participation from the community. Community members will be invited to participate in various school programs and their input will be seriously taken under consideration.

Grievance Process

- #1. A student or a student's parent who has an objection to a governing board policy or decision, administrative procedure, or practice at the Excellence 2000 Network Schools may present an objection by reporting to the student's principal, the principal's designee, or the school's area superintendent. If a conference is requested with this reporting official, the conference will be conducted within ten calendar days.

If a conference is not requested, the reporting official shall conduct a prompt and thorough investigation of all objections and shall notify the complainant of the official's determination within ten calendar days after receiving the complaint. If a conference is requested, the official's investigation shall be conducted and the complainant shall be notified of the official's determination within ten

school days after conducting the conference. The complainant shall be notified if a delay in concluding the investigation is necessary.

After the reporting official notifies the student or student's parent/guardian of the determination, the official shall forward the determination to the appropriate area superintendent official's complaint file. Which shall include the written complaint, other documents presented to the reporting official, and copies of all investigative notes or determination documents maintained by the official.

If the complainant is not satisfied with the official's determination, the complainant may appeal to the Superintendent of Schools within ten calendar days after being notified of the reporting official's determination. The appeal must be in writing and signed by the complainant. The appeal must also clearly and specifically state the substance of the complaint, must state how the complainant was made to the reporting official, and must identify assigned reporting official. Within ten calendar days after receiving the appeal notice, the Superintendent will conduct a conference with the student and parent if the appeal notices request one. The superintendent will review the reporting official's complaint file, once determined. The Superintendent's decision will be communicated to the complainant within ten calendar days after receiving the appeal or conducting the conference.

If the complainant is not satisfied with the Superintendent's decision, the complainant may appeal to the Board of Trustees by delivering a written notice of appeal to the Superintendent's office within ten calendar days after the Superintendent's decision is made. The appeal will be scheduled to be presented to the Board of Trustees and will be posted as an agenda item for the next available board meeting. The Superintendent will add the notice of appeal to the complaint file and will deliver the file to the Board of Trustees for consideration during the complainant's presentation. The presentation will be scheduled to be made in executive session. After considering the complaint, the Board may exercise its discretion by questioning either the complainant or the administration, by directing the Superintendent to place the matter on a future agenda, or by taking no action.

Staff Structure

#1. Staffing Structure:

- a. Excellence 2000 Network Schools sensible staffing plan is utilized to ensure the staff's responsibilities meet the expectations that are aligned with the educational programs. The Superintendent advises the Board of the need for new and/or revised policies and sees that all policies of the Board are implemented, prepared and submitted to the Board recommendations, that are relative to all matters requiring board action.

Principals have the responsibility of the recruitment, hiring of teachers and support staff, implement daily instructional programs for staff development, informs teachers/staff of meeting and workshops for academic enhancement, insures the safety of classroom environment is properly maintained, responsible for student records being secured, and provides suitable instructions and regulations to govern the use and care of the school properties for the school purposes.

Teachers plan for daily instruction with the ability to implement structural classroom setting while managing students. Teachers carry out strategies to promote early development milestone communication skills as they relate to language and socialization. Also, teachers

will record and accurately maintain records of the student's progress. Lastly, the teacher keeps the parents informed on the student's progress and conduct.

- b. **Instructional Assistants** assists in teaching and helps plan and implement a program that adheres to the school's philosophy, goals, and objectives that are outlined. Also, works with lead teacher in making purposeful and appropriate lesson plans that provide for effective teaching strategies. Assistant helps the lead teacher in creating a classroom environment conducive to learning by preparing appropriate teaching lessons.

Psychological/Social/Diagnostic Service Specialist or Contracted services duties are aligned with the educational structures by providing consultation to school personnel and parents regarding the needs of the students as it related to the educational setting and process. The services provided by contractors help to inform staff members with intervention strategies and techniques regarding any discipline issues. Attends admission, Review, and Dismissal (**ARD**) meetings to interpret test results and develops appropriate instructional and behavioral strategies to meet student's unique educational needs.

The **Food Service Manager** ensures the safety and sanitation standards are in compliance. FS Manager maintains and supervises the accuracy of records. The Manager will also attend department/ regional workshops and/ or conferences.

Business/Financial Manager performs accurate receipt, routing and Quality Control record keep functions for all external documentation received, including, monthly bank account and money market statements; account analysis statements; and all other documents directed by the Quality Control Director.

The **Secretary** communicates with the District staff members and the public. Also, helps by maintaining program records, files, mail, and departmental supplies. Lastly, monitors and disseminate program material.

Growth

- c. Excellence 2000 Network Schools has reorganized its organizational structure to form the Excellence 2000 Network Schools to support the expansion of its educational model. The teacher to student ratio is 25:1 with a total of 26:355 students to adults for the school. The new structure has been designed to build a network of schools staffed with highly qualified leaders who are innovators and capable of creating school environments that are conducive to engaging at-risk students based on the foundational instructional approach of accelerated teaching and accelerated learning. The accelerated teaching and accelerated learning educational model shall serve as the primary approach to teaching students that are two or more grades levels below in Reading, Math, Writing, Science, and Social Studies.

#2. See **Attachment 15** for Staffing Chart

#3. The relationship between Excellence 2000 Network school's senior administrative team and the rest of the staff will be managed using an integrated communication system for all departments and divisions of Excellence 2000 Network Schools. This system is designed to keep an open

communication line from “top to bottom” and “bottom to top” throughout the organization. Excellence 2000 Network Schools provides several communication outlets including email, phone, electronic messages, and in-person weekly meetings.

The mandates the order in which the management team appears. They are as follows:

- Superintendent manages upper management
- Superintendent manages the principal
- Assistant Superintendent manages the department and reports back to the Superintendent
- Assistant Superintendent oversees the principal
- Principal report to assistant superintendent
- Assistant Superintendent report to superintendent
- Superintendent hold principal meetings to ensure direct contact with the school setting

Staffing Plans, Hiring, Management, and Evaluation

#1. See **Attachment 16** for Employee Manual

#2. Excellence 2000 Network Schools employees will have an employment benefits package which will include dental, vision, health, and a teacher’s retirement plan. Excellence 2000 Network School’s teachers will be rewarded \$100.00 per semester for perfect attendance. The teacher with the highest student’s achievement rate on the Mississippi state exam will automatically earn the “Teacher of the Year Award” and a cash award of \$1000 will be given.. To maintain superb retention, Excellence 2000 Network schools will be sure to that employees are properly trained and establish a peer assistance program. Employees will also have a teacher loan forgiveness program and remarkable working conditions. Excellence 2000 Network School’s employees will be properly compensated for all diligent efforts. All non-degreed employees starting salary will be \$9.

Teacher’s starting salary:

- Bachelor’s Degree: \$32,000
- Master’s Degree: \$34,000
- Doctorate’s Degree: \$36,000

#3. Excellence 2000 Network Schools recruits staff year round using various advertising outlets that ensure we receive the most qualified applicants. One of the various advertising outlets that are effective include job fairs at the city and state level. We also advertise through classified sections in local newspapers and job boards at local and statewide colleges.

All applicants for positions with Excellence 2000 Network Schools are required to complete a pre-approved application for employment. All information must be true and complete. Any false information, omissions, or misrepresentations may result in the application being rejected; and if applicant is employed, termination of employment may occur at any time.

Excellence 2000 Network Schools requires all teachers to be degreed. Excellence 2000 Network School’s teachers must interview with a consulting team and qualify to become a teacher before being considered. After interviewing with the consulting team, an applicant must submit an official transcript from the applicant’s college. The official transcript must include a minimum of a four-year

Bachelor's degree at a valid college and must be submitted within thirty days of hire. All teachers must also have the following documents on file:

- Complete Application
- Copy of Degree (s)
- Copy of Transcript (s)
- Copy of Social Security Card
- Copy of the teacher's Driver's License
- Completed W-4 Form
- Signed Contract
- Criminal Background Check
- Commitment of Duties
- Dress Code Agreement
- Salary Agreement

#4. It is the intent of Excellence 2000 Network Schools to encourage fair and efficient processes to resolve disputes arising out of the employment relationship and to meet the requirements of state and federal law.

The purpose of this policy is to provide a procedure for the discipline and dismissal of all employees who are subject to its provisions. No provision of the policy and procedures that follow shall confer right to employees that are contrary to the employment-at-will doctrine.

Procedures and Corrective Action Steps

Excellence 2000 Network School's policy of corrective action consists of four steps which are generally administered in progressive order. The process of principles will assist in determining the appropriate level of corrective action in a particular situation, and to promote consistency in the application of the corrective action process. Employees who have satisfied their 90-day probationary period will adhere to the following:

First Level Warning

The first level warning is a format method of informing an employee of a relatively minor violation of Excellence 2000 Network Schools or department rules or of failure to perform job duties in an acceptable manner. Generally, a first level warning occurs after an employee has received counseling from their supervisor related to the issue(s), and it is intended to encourage the employee to change their behavior.

Second Level Warning

The second level warning is a first written notice used when performance and/or attendance problems persist or when action is more severe than first level warning is warranted.

Third Level Warning-Suspension without Pay

The third level is a written notice warning of suspension without pay of three or more scheduled working days. It is issued when performance and/or attendance problems persist or when the offense is so serious that a first and/or second level warning is not appropriate. The principal should consult with the HR Director before and employee is suspended.

Conducting Criminal Background Checks

Excellence 2000 Network Schools conducts criminal history search on all applicants prior to becoming employees of the district. In order to ensure that the District has qualified teachers, support staff, administrators, and volunteers the continued employment process, as well as, the “school volunteer and vendor process” includes a criminal history check of prospective and current employees and volunteers and vendors.

Conviction Defined

For the purpose of this policy, the “conviction” shall mean a verdict by plea of guilty, or otherwise by plea of nolo contendere, upon judgment of a court (with a jury having been waived), without regard to subsequent disposition of the case or suspension of sentence, probation, deferred adjudication, or other disposition.

Moral Turpitude Defined

Moral turpitude includes but is not limited dishonesty; fraud; deceit; misrepresentation; deliberate violence; base, vile, or depraved acts intended to arouse or gratify the sexual desire of the actor; drug-or alcohol-related offenses; or acts considered abuse by the Texas Family Code.

Nolo Contendere Defined

Nolo contendere is defined as not wishing. Do not wish to contend a plea in a criminal prosecution that subjects the defendant to conviction but does not admit guilt or preclude denying the charges in another proceeding.

Current District Employees

Annually, on date of birth, and as required by State law, the Human Resources Department will obtain criminal history record information that relates to all persons employed by Excellence 2000 Network Schools.

Volunteers

Staff and student’s safety is of vital importance to Excellence 2000 Network Schools and its Board of Trustees. The District will obtain criminal history records of any volunteers including mentors and tutors, who intend to volunteer with the District. A criminal history check must be completed prior to any person volunteering.

Any person who has been convicted of a crime and received either probation or deferred adjudication for any felony or misdemeanor involving moral turpitude will not be eligible to serve as a volunteer.

However, if a background check prevents approval, the applicant may meet with an appeals committee comprised of the principal, area superintendent, and the assistant superintendent of admiration.

#5. See **Attachment 17** for Teach Evaluation Tools

#6. See **Attachment 18** for Leadership Evaluation

#7. Excellence 2000 Network Schools intends to handle unsatisfactory leadership or teacher performance by providing the staff member with insight on the area or areas that the staff member is not meeting. The staff member will also receive trainings on the areas of low performance. If the staff member does not begin to show increase in the staff member’s performance, the staff member

will receive clear guidance on exactly what must happen in order to improve his/her performance. Next, the staff member will be thoroughly evaluated to determine if the staff's role is appropriate or an optimal alternate should be established. Excellence 2000 Network School will ensure performance issues are dealt with in a way that meets all legal and professional standards.

Organization-Wide Staffing

#1. The relationship between the school's senior administrative team and the rest of the staff will be managed using an integrated communication system for all departments and divisions of Excellence 2000 Network Schools. This system is designed to keep an open communication line from "top to bottom" and "bottom to top" throughout the organization. Excellence 2000 Network School provides several communication outlets including email, phone, electronic messages, social media, and in-person weekly meetings. Other communication outlets include computer applications designed for easy communication amongst teachers, students, and parents. All employees will be aware of important information such as reporting periods, student performance, community involvement, budgeting, important due dates, etc. This management style ensures that all employees are aligned with the organization's vision and mission statement

#2. Student Recruitment

New Elementary School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Add'l School Leadership Position 1 [Counselor]	1	1	1	1	1	1
Add'l School Leadership Position 2 [Director]	1	1	1	1	1	1
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)	16	20	20	20	20	20
Classroom Teachers (Specials)	3	5	5	5	5	5
Student Support Position 1 [specify: i.e., Social Worker]						
Student Support Position 2 [Cafeteria]	4	4	4	4	4	4
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants	6	8	8	8	8	8
School Operations Support Staff	4	6	6	6	6	6
Total FTEs	37	47	47	47	47	47

New High School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Assistant Principal(s)	3	3	3	3	3	3
Dean(s)	1	1	1	1	1	1
Add'l School Leadership Position 1 [Attendance]	1	1	1	1	1	1
Add'l School Leadership Position 2 [Counselor]	3	3	3	3	3	3
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)	8	12	12	12	12	12
Classroom Teachers (Specials)	4	6	6	6	6	6

Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants	6	8	8	8	8	8
School Operations Support Staff	8	10	10	10	10	10
Total FTEs	34	45	45	45	45	45

Professional Development

Excellence 2000 Network Schools, administrative team is responsible for overseeing professional development. The administrative structure of Excellence 2000 Network Schools will primarily consist of three positions: An Executive Director, (Superintendent/CEO), A Curriculum Director/Staff Development Director, and a Principal.

Excellence 2000 Network Schools has a team of experienced leaders in school leadership and management. The organization shall incorporate a professional development that will be conducive to the needs of the staff and in alignment with state regulations and policies. Professional Development will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results, and beginning the process anew.

Professional Development Calendar

June 5 -8, 2017 -Develop Instructional Outlays for each grade level (Focus on TEKS training)

June 12-15, 2017- Understanding/Developing Student Academic Profiling

June 19-22, 2017-Develop Benchmark Test

June 26-29, 2017-Interdisciplinary Teaching Strategies (Reading, Writing, Math, Science, and Social Studies)

July 17-20, 2017-School General Policies and Procedures-Discipline Procedures and Strategies

July 24-27, 2017- Culturalism and Its' Ramifications/ Communicating Academic Success to Parent and Students

August 7-10 Understanding Success (Student-Teacher- Parent-School)

Teacher Preparation

Excellence 2000 Network Schools Administration will be primarily responsible for the staff development calendar for the physical school year. The staff development coordinator will be responsible for conducting workshops or responsible for selecting people who can lead and guide the staff through the development process, i.e. people who are trained to teach teachers. The administration will conduct an average of 24 days of professional development. Professional Development will consist of In-class observations, classroom walk-through, and meetings on curriculum and instruction. Excellence 2000 Network School Principal will conduct individualized professional development such as teacher evaluations and in class

observations on average of three to four times per classroom for the school year. The Principal will also regularly conduct walk-throughs of all classrooms throughout the entirety of the year.

Facilities

#1. The basic facility requirements for accommodating the school plan include the following:

Classroom (20 classrooms are projected for the first year of operation)

- Specialized Pre-k and Kindergarten classrooms
- Standard classrooms for supporting both large and small group instruction

Common Essential Facilities

- Library/Media Center
- Principal's Office
- Conference Areas

Infrastructure

- Staff restrooms
- Student restrooms
- Staff parking area
- Space for preschool buildings

The following chart is the projected square footage per classroom size:

Number of Students plus 1 Teacher	Elementary School [Square Feet (Meters)]	Secondary School [Square Feet (Meters)]
10	539 (50.13)	704 (65.47)
11	564 (52.45)	768 (71.42)
12	637 (59.24)	832 (77.38)
13	686 (63.80)	896 (83.33)
14	735 (68.36)	960 (89.28)
15	784 (72.91)	1024 (95.23)
16	833 (77.47)	1088 (101.18)
17	882 (82.03)	1152 (107.14)
18	931 (86.58)	1216 (113.09)
19	980 (91.14)	1280 (119.04)
20	1029 (95.70)	1344 (124.99)

Overall square footage can range from 65,000 square feet to about 84,000 square feet depending on the amenities and add-on facilities.

- #2. Other facilities needed may include the following:

Physical Education Space

- Hardcourts with a variety of equipment to accommodate basketball and other activities.
- Turf and field areas
- Apparatus area

The Physical Education space will be designed to accommodate multiple use activities in accordance with the planned enrollment. The gymnasium is secured from other parts of the campus for events. Toilets will be available for student and staff use in the gymnasium. Office space will be provided for physical education teacher along with space for weight lifting, exercise equipment usage, aerobics, and other extra-curricular activities.

- #3. Excellence 2000 Network Schools will hire the appropriate personnel to identify and secure a facility based on our preferences and space requirements. Personnel will be responsible for navigating the real estate market and making sound judgments for renovation, timelines, and budgeting. Consultants will be hired to ensure the school meets all state and local requirements.
- #4. Excellence 2000 Network Schools does not currently hold a facility at this time but is in the process of seeking consultants and personnel to assist with this process.

Start-Up & Ongoing Operations

- #1. See **Attachment 20** for Start-Up and Ongoing Operations
- #2. Excellence 2000 Network Schools will provide free transportation to students throughout Mississippi, based on the boundaries and radius from the school. Providing this type of transportation will ensure and guarantee students who are interested and eligible to have vehicle access to Excellence 2000 Network Schools. We firmly believe by providing free bus transportation to neighborhoods within our boundaries will increase accessibility for families who are in need of transportation based on their socioeconomic background. Excellence 2000 Network Schools plans to inmate what we have done from our current schools in Texas in regards to providing school buses provided by school funding from the state. Excellence 2000 Network will be responsible for being in compliance with district and state regulations with the hiring and maintenance of our buses.
- #3. Excellence 2000 Network Schools will provide a well secured plan for our student's safety and security. When entering into our building parents and visitors will sign in at front office with office clerk only. After the parent signs in, a staff member will escort visitors and/or parents to the designated classroom or anywhere else on campus if needed. If a student is being picked up from school, the office clerk is to make sure that the student is properly off of campus. All children must have a completed Pick-up Authorization form in their file, including the adult's valid driver's license and identification card. The facility and property is monitored by staff members from 6pm to 6am nightly. This plan prevents vandalism, burglary, and random acts of trespassing. Excellence 2000 Network Schools will have different types of security personnel. Moving forward we are going to install security cameras in the classrooms and hallways.

- #4.** Excellence 2000 Network Schools will be applying general principles of insurance law and purchase insurance, and the state's law. Excellence 2000 Network Schools will purchase insurance to indemnify the school, its board, staff, and teachers against tort claims prior to the start of the first day of school. We will purchase policies comparable to the recommendations of The State of Mississippi. We will use the insurance vendor XXX. Our agent will be XXX who is licensed to insure in Mississippi. The figure below outlines the insurance policies we plan to purchase.

Operations Capacity

- #1.** The Superintendent is responsible for implementing a successful operations plan. It is the Superintendent along with the Board Members that provide the foundation for general operations and facilities management. The structure for general operations and facilities management will start at the school board level and will transition downward in the following order: Executive Director/ Superintendent, Human Resources, Finance, Principal, Teachers, Teacher's Assistant, Custodian, and Food Service. Each department or individual plays an important role in following through with the operations accordingly based on the requirements given by the school board, while complying with all the state and local laws and regulations. The principal will be responsible for daily operations of Excellence 2000 Network Schools. The primary focus of the principal will be the monitoring, implementation, and evaluation of the instructional program. The principal will participate in the hiring process for the classroom teachers and the instructional support staff.
- #2.** Excellence 2000 Network Schools will hire consultants along with the appropriate personnel who has experience in facilities acquisition and management, including managing build-out and/or renovations. Hired consultants will ensure that the school is in compliance with all state and local laws.

Section 3: Financial Plan & Capacity

Financial Plan

- #1.** Excellence 2000 Network Schools focal point will be to implement Financial Policies and Procedures that are aligned with all applicable State, Local and Federal regulations regarding the expenditure of and accounting for public funds. The policies and procedures may need to be modified as the School develops and regulations change. The Governing Board will approve the financial policies, and revisit them periodically.

PURCHASES

- A. Approval of Expenditures:** All purchases of goods and services shall be consistent with the Board-approved budget.
- B. Contracts**
 - 1a.)** all professional consulting services such as the Special Education Consultants shall be provided for under the contract.
- C. Invoices**
 - 1a.)** Invoices under \$1,000 must be approved by one of the following authorized positions; Superintendent, District or Campus Administrator.
 - 2b.)** Invoices for \$1,000 or more must be approved by the School Leader and Business Director along with one of the following authorized positions; board treasurer or board designee.
- D. Accounts Payable:**

The school shall abide by the business finance department accounts payable policies and procedures set forth separately.

- #2.** A key component to school success is the commitment from district and building level leadership. Superintendents, principals, and other key level administrative positions are significant in retaining teachers. It is imperative for all school leaders to ensure that students are healthy, wealthy and wise along with making sure that students are getting the 21st century skills needed in order to be globally competitive.

Role of the Superintendent-The Chief Executive Officer (CEO) of a school district is the school superintendent. The superintendent is essentially the face of the district. They are most responsible for the success of a district and most assuredly responsible when there are failures. The role of a school superintendent is broad. It can be rewarding, but the decisions they make can also be especially difficult and taxing. It takes an exceptional person with a unique skill set to be an effective school superintendent.

Much of what a superintendent does involves working directly with others. School superintendents must be effective leaders who work well with other people and understand the value of building relationships. A superintendent must be adept at establishing working relationships with many interest groups inside the school and within the community itself to maximize their effectiveness. Building a strong rapport with the stakeholders in the district makes fulfilling the required roles of a school superintendent a little easier.

One thing that makes Excellence 2000 Network Schools extraordinary is that the superintendent is hands on in every aspect of the school's operation. He drives the school bus, he cooks for the students, he meets and greets the parents and the community and he has a profound love for educating at risk students.

Role of the Assistant Superintendent- The Assistant Superintendent's role is to ensure that all departments are running smoothly and to meet regularly with department heads in order to give a factual report to the superintendent in order for decisions to be made that are in the best interest of the district as a whole.

Role of the School Principal-The school principal is the instructional leader of the campus. He or she is responsible for the operation and instructional leadership at the elementary and secondary schools. The principal trains, monitors, evaluate and supervises staff, sets instructional objectives, and works to build a rapport with parents and the community.

Role of the Assistant Principal-The assistant principal may oversee a specific part or parts of a school's daily operations. For example, there may be an assistant principal who oversees all student discipline either for the entire school or for a particular grade depending on the size of the school. The Assistant Principal is overseen by the school principal. Any and all other duties assigned by the school principal.

Role of the HR Director-The responsibilities of human resources specialists revolve around the recruitment and placement of employees. Therefore, their job duties may range from screening job candidates, and conducting interviews to performing background checks, and providing orientation to new employees.

Role of the Business-Finance Director-The Business Finance Director works closely with all upper administration to make sure that the school's budget and resources are used in the most efficient way. A major part of the job would consist of financial management and accounting, such as the following:

Transportation Director-To direct transportation services; providing information and serving as a resource to District administrators; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with District objectives as well as all relevant guidelines, codes, and regulations; and supervising and directing assigned staff.

Role of the Food Service Director-Under the general direction of the Assistant Superintendent, the Child Nutrition Director manages and supervises the overall operations and staff engaged in the production and service of meals, food and catering services provided by the department in accordance with relevant federal and state guidelines. The Child Nutrition Director is responsible for the development of food menus that meet

the requirements of USDA and the national school lunch/breakfast program; providing healthy meals and meal acceptability and financial operations in an effort to meet the program goals of being a self-supporting operation.

The Governing School Board-The governing school board is made up of 3-7 members depending upon the size of the school or charter. Each position is an elected position which is a four-year term. Meetings are held once a month at the same place and time.

A school board typically is made up of a president, vice-president, secretary and other board members. The positions are nominated and chosen by the board members themselves. School board officer positions are chosen once a year.

Role of the School Board President-The President of the Board ensures the integrity of the Board's processes and normally serves as the Board's official spokesperson. Accordingly, the President has the following authority and duties:

Role of the Governing Board's Vice President-A school board vice president assumes all duties of the school board president in cases of absence or incapacitation. School board vice presidents hold board meetings and faculty agenda meetings in cooperation with the school superintendent. During school board meetings, the board vice president discusses policy changes or updates that affect school operations, including classes, student curriculum, building projects, safety measures and extracurricular activities, among other pertinent items. In the president's absence, the school board vice president is also responsible to sign contracts on behalf of the school board.

Role of the Governing Board's Secretary-the secretary provides direction for the keeping of legal documents including minutes of all meetings of the board of the school

Duties of the School Board- A school board is designed as the principal democratic body that represents local citizens on education and school related issues. Governing board members have to stay up-to date on current educational issues, must be able to understand education terminology and have to listen to parents and other community members who want to pitch their idea on how to improve the district. The role the board of education plays within a school. The following is the duties and responsibilities of the governing school board:

- #3. See **Attachment 21** for Audited Financial Statements
- #4. Although there were no severe findings in the audit, we are committed to maintaining continual training in order to stay compliant with all local, state and federal regulations which will cut down on any unwarranted transactions in order to maintain internal control.
- #5. Excellence 2000 Network Schools will have the annual financial and compliance report audited by an independent auditor. Once the audit is complete, it is the responsibility of the school district to hold a board meeting to have the audit approved. Once approved, the board must sign off on the audit and the results of the annual financial and compliance report must then be submitted to State of Mississippi for review.

Excellence 2000 Network Schools will submit their annual financial and compliance report in electronic format. The electronic format submission consists of two files: An Adobe Acrobat® Portable Document Format (PDF) file and a GASB data text file.

Excellence 2000 Network Schools will then post the annual audit on the website as part of the requirements set by the state. It is imperative for all stakeholders to know about the school's finances and how they are handling state and federal funds and if the allocations of the funds are being appropriately disbursed according to the approved budget. The following is a flow chart of how the annual budget will look at the organization and school level financial and administrative operations.

- #6.** The financial information at Excellence 2000 Network Schools is open and accessible. The plan will be to host a board meeting for all stakeholders before August of each year to adopt the school's budget. The school will also have an open board meeting once the audit is in to discuss the findings and find solutions to those findings in order to maintain not only compliance but make our district a better service for all stakeholders. Finally, the budget and the results of the annual audit will be posted on the school's website for all stakeholders to view.

#7. CONTRACTED SERVICES

A. Student Milk/Juice Expenses-

In regards to providing beverage service for juice and milk, Excellence 2000 Network School will use the National school breakfast and lunch program until we can confirm a permanent vendor.

B. Benefits-

Excellence 2000 Network School will offer comprehensive health benefits to our all our fulltime employees and their families. Excellence 2000 Network will pay \$225 towards the total cost of the insurance and our employees will pay the remaining amount. Spouses and children of Excellence 2000 employees will also be eligible for comprehensive health benefits based on the insurance plan chosen by the employee Excellence 2000 Network School will partner with a healthcare provider such as Blue Cross Blue Shield or Aetna to provide health plans to our staff members.

C. Corporate School Attorney-

Excellence 2000 Network Schools will be provided with The Corporate Attorney to ensure that Excellence 2000 Network Schools stay in compliance with all State, Federal, and local laws. He/she is also there to give legal advice on any school matters that needs to be attended to. Candidates will first be interviewed by the superintendent and then proceed to meet with the school board who will then make the final decision. The average rate that one could be paid will be \$50,000.

D. Special Educators-

In relation to Excellence 2000 Network School. Having children with special needs, we will provide special education consultants that will meet with teacher educators as well as the students of special needs daily 5 times a week to assist and asses the progress of the student. These consultants will be contracted and be paid at a varying rate of \$2,800 monthly.

#8. LIABILITY INSURANCE

Excellence 2000 Network School will be applying general principles of insurance law and purchase insurance to indemnify the school, its board, staff, and teachers against tort claims prior to the start of the first day of school. The school will purchase policies comparable to the recommendations of The State of Mississippi. We will use the insurance vendor XXX. Our agent will be XXX who is

licensed to insure in Mississippi. The figure below outlines the insurance policies we plan to purchase.

- #9.** See **Attachment 22** for Financial Plan Workbook
- #10.** See **Attachment 23** for Detail Budget for Network Level
- #11.** See **Attachment 24** for Assumptions, Calculations, and Revenue Estimates
- #12.** See **Attachment 24** for Budget Narrative

Financial Management Capacity

#1. Financial Statement Development

Each month, the Business Financial Office will be responsible for preparing standard financial statements, including an income statement, balance sheet, statement of net assets, and cash flow statement. In addition, this information will be completed with a budget vs. actual analysis and trending analysis to ensure that the school is on track to meet its adopted budget. The Business Financial Office will be responsible for preparing a monthly or quarterly analysis to the board and school leadership on the ongoing finances of the school. During the budget development process, the school will engage the Business Financial Office in developing the next year's budget to ensure that it meets sustainability goals in both the short and long term.

Audit

On an annual basis, all charter schools in the state of Mississippi must contract with an independent, approved certified public accountant or accounting firm to complete an audit of the school's financial information no later than August 1st. Each spring, the finance committee will solicit bids for these services and evaluate firms by their experience and expertise with charter schools, and cost. After an audit firm is selected, they will present to the board an overview of the audit process as well as the roles and responsibilities of all involved parties. When the audit process begins, the Managing Partner, the Director of Operations, and the back-office provider will ensure that the audit firm has access to all necessary financial and non-financial information and records maintained by the school in advance of audit fieldwork. During the course of the audit fieldwork, other documents requested by the firm will be provided in a timely manner.

After the audit is complete, the board, the Director of Operations, and the Managing Partner will review the audit report and management letter. In addition, the audit firm will be asked to present its findings to the board. Should the audit report or management letter include any negative findings, including but not limited to material weakness or significant deficiencies, Excellence 2000 Network School will create a formal action plan and respond stating how the issues will be resolved.

Curriculum Summary Template

Complete the following table for the curriculum to be used by the proposed school in each of the core areas (Math, Science, English and Social Studies). If selected, include the selections for specials and/or elective courses. The table should cover each grade being taught for the first FIVE years of operations. If the proposed school has a specialized focus, include the specialized curricula elements that have been selected. Add rows as needed for additional grades or subjects. LIMIT ONE PAGE PER GRADE.

Please add the full name of your school to the footer of this document so that it appears on all pages. You may delete these instructions.

Content Area	Publisher	Rationale for Selection
Grade Level: 3rd Grade		
ELA	MacMillan/McGraw-Hill	Aligned with curriculum
Math	Macmillan/McGraw-Hill	Aligned with curriculum
Science	Macmillan/McGraw-Hill	Aligned with curriculum
Social Studies	Macmillan/McGraw-Hill	Aligned with curriculum
Reading	Macmillan/McGraw-Hill	Aligned with curriculum
Grade Level: 3rd Grade		
Spelling	Macmillan/McGraw-Hill	Aligned with curriculum
Grammar	Macmillan/McGraw-Hill	Aligned with curriculum

Curriculum Summary Template

Complete the following table for the curriculum to be used by the proposed school in each of the core areas (Math, Science, English and Social Studies). If selected, include the selections for specials and/or elective courses. The table should cover each grade being taught for the first FIVE years of operations. If the proposed school has a specialized focus, include the specialized curricula elements that have been selected. Add rows as needed for additional grades or subjects. LIMIT ONE PAGE PER GRADE.

Please add the full name of your school to the footer of this document so that it appears on all pages. You may delete these instructions.

Content Area	Publisher	Rationale for Selection
Grade Level: 4th Grade		
ELA	Macmillan/McGraw-Hill	Aligned with curriculum
Math	Macmillan/McGraw-Hill	Aligned with curriculum
Science	Macmillan/McGraw-Hill	Aligned with curriculum
Social Studies	Macmillan/McGraw-Hill	Aligned with curriculum
Reading	Macmillan/McGraw-Hill	Aligned with curriculum
Grade Level: 4th Grade		
Spelling	Macmillan/McGraw-Hill	Aligned with curriculum
Grammar	Macmillan/McGraw-Hill	Aligned with curriculum
Writing	Macmillan/McGraw-Hill	Aligned with curriculum

Curriculum Summary Template

Complete the following table for the curriculum to be used by the proposed school in each of the core areas (Math, Science, English and Social Studies). If selected, include the selections for specials and/or elective courses. The table should cover each grade being taught for the first FIVE years of operations. If the proposed school has a specialized focus, include the specialized curricula elements that have been selected. Add rows as needed for additional grades or subjects. LIMIT ONE PAGE PER GRADE.

Please add the full name of your school to the footer of this document so that it appears on all pages. You may delete these instructions.

Content Area	Publisher	Rationale for Selection
Grade Level: 5th Grade		
ELA	Macmillan/McGraw-Hill	Aligned with curriculum
Math	Macmillan/McGraw-Hill	Aligned with curriculum
Science	Macmillan/McGraw-Hill	Aligned with curriculum
Social Studies	Macmillan/McGraw-Hill	Aligned with curriculum
Reading	Macmillan/McGraw-Hill	Aligned with curriculum
Grade Level: 5th Grade		
Spelling	Macmillan/McGraw-Hill	Aligned with curriculum
Grammar	Macmillan/McGraw-Hill	Aligned with curriculum
Writing	Macmillan/McGraw-Hill	Aligned with curriculum

Curriculum Summary Template

Complete the following table for the curriculum to be used by the proposed school in each of the core areas (Math, Science, English and Social Studies). If selected, include the selections for specials and/or elective courses. The table should cover each grade being taught for the first FIVE years of operations. If the proposed school has a specialized focus, include the specialized curricula elements that have been selected. Add rows as needed for additional grades or subjects. LIMIT ONE PAGE PER GRADE.

Please add the full name of your school to the footer of this document so that it appears on all pages. You may delete these instructions.

Content Area	Publisher	Rationale for Selection
Grade Level: 6th Grade		
ELA	Macmillan/McGraw-Hill	Aligned with curriculum
Math	Macmillan/McGraw-Hill	Aligned with curriculum
Science	Macmillan/McGraw-Hill	Aligned with curriculum
Social Studies	Macmillan/McGraw-Hill	Aligned with curriculum
Reading	Macmillan/McGraw-Hill	Aligned with curriculum
Grade Level: 6th Grade		
Spelling	Macmillan/McGraw-Hill	Aligned with curriculum
Grammar	Macmillan/McGraw-Hill	Aligned with curriculum
Writing	Macmillan/McGraw-Hill	Aligned with curriculum

Curriculum Summary Template

Complete the following table for the curriculum to be used by the proposed school in each of the core areas (Math, Science, English and Social Studies). If selected, include the selections for specials and/or elective courses. The table should cover each grade being taught for the first FIVE years of operations. If the proposed school has a specialized focus, include the specialized curricula elements that have been selected. Add rows as needed for additional grades or subjects. LIMIT ONE PAGE PER GRADE.

Please add the full name of your school to the footer of this document so that it appears on all pages. You may delete these instructions.

Content Area	Publisher	Rationale for Selection
Grade Level: 7th Grade		
ELA	Macmillan/McGraw-Hill	Aligned with curriculum
Math	Macmillan/McGraw-Hill	Aligned with curriculum
Science	Macmillan/McGraw-Hill	Aligned with curriculum
Social Studies	Macmillan/McGraw-Hill	Aligned with curriculum
Reading	Macmillan/McGraw-Hill	Aligned with curriculum
Grade Level: 7th Grade		
Spelling	Macmillan/McGraw-Hill	Aligned with curriculum
Grammar	Macmillan/McGraw-Hill	Aligned with curriculum
Writing	Macmillan/McGraw-Hill	Aligned with curriculum

Mississippi State Graduation Requirements

Discipline	Current Recommended High School Program (24 credits)	Revised Recommended High School Program (24 credits)
English Language Arts and Reading☒	Four credits: <ul style="list-style-type: none"> English I, II, III, and IV. English I and II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency. 	Same requirement
Mathematics☒	Three credits must consist of: <ul style="list-style-type: none"> Algebra I, Algebra II, and Geometry. 	Same requirement
Science☒	Three credits selected from four specified areas as indicated below. (No more than one credit may be chosen from each of the four areas.) <ul style="list-style-type: none"> Integrated Physics and Chemistry; Biology, AP Biology, or IB Biology; Chemistry, AP Chemistry, or IB Chemistry; Physics, Principles of Technology I, AP Physics, or IB Physics. Students are encouraged to take Biology, Chemistry, and Physics.	Three credits. One credit must be a biology credit (Biology, AP Biology, or IB Biology). Must choose the remaining two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement. <ul style="list-style-type: none"> Integrated Physics and Chemistry; Chemistry, AP Chemistry, or IB Chemistry; Physics, Principles of Technology I, AP Physics, or IB Physics. Students are encouraged to take courses in biology, chemistry, and physics.
Social Studies☒	Three and one-half credits must consist of: <ul style="list-style-type: none"> World History Studies (one credit), World Geography Studies (one credit), U.S. History Studies Since Reconstruction (one credit), and U.S. Government (one-half credit). 	Same requirement

Economics	One-half credit	Same requirement
Languages Other Than EnglishΞ	Two credits must consist of Level I and Level II in the same language.	Same requirement
Physical Education	One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> • drill team, • marching band, • cheerleading, • ROTC, • choir, • Golf • tennis 	Same requirement
Health Education	One-half credit or Health Science Technology (one credit).	Same requirement

RECOMMENDED HIGH SCHOOL PROGRAM

Discipline	Current Recommended High School Program (24 credits)	Revised Recommended High School Program (24 credits)
Speech	One-half credit selected from either: <ul style="list-style-type: none"> • Communication Applications, • Speech Communication, • Public Speaking, • Spanish 	One-half credit: <ul style="list-style-type: none"> • Communication Applications
Technology Applications ^Ξ	One credit selected from either: <ul style="list-style-type: none"> • Computer Science I or II, • Desktop Publishing, • Digital Graphics/Animation, • Multimedia, • Video Technology, • Web Mastering, • Independent Study in Technology Applications; or • Business Computer Information Systems I or II, • Business Computer Programming, • Telecommunications and Networking, • Business Image Management and Multimedia, • Computer Applications, • Technology Systems (computer laboratory-based), • Communication Graphics (computer laboratory-based), or • Computer Multimedia and Animation Technology. 	Same requirement
Fine Arts ^Ξ	One credit	Same requirement

RECOMMENDED HIGH SCHOOL PROGRAM

Discipline	Current Recommended High School Program (24 credits)	Revised Recommended High School Program (24 credits)
Elective Courses☒	<p>Three and one-half credits:</p> <ol style="list-style-type: none"> Option I: <u>Mathematics, Science, Elective.</u> <ol style="list-style-type: none"> Mathematics (one credit) must be Pre-Calculus. Science (one credit) selected from either: <ul style="list-style-type: none"> Integrated Physics and Chemistry; Biology, AP Biology, or IB Biology; Environmental Systems, IB Environmental Systems, or AP Environmental Science; Chemistry, AP Chemistry, or IB Chemistry; Aquatic Science; Physics, AP Physics, or IB Physics; Astronomy; Geology, Meteorology, and Oceanography; Scientific Research and Design; Anatomy and Physiology of Human Systems; Medical Microbiology; Pathophysiology; or Principles of Technology I or Principles of Technology II. Elective (one and one-half credits). Option II: <u>Career and Technology.</u> Three and one-half credits in a coherent sequence of courses for career and technology preparation. Option III: <u>Academic.</u> Three and one-half credits in state-approved courses in: <ul style="list-style-type: none"> language arts, science, social studies, mathematics, languages other than English, fine arts, or technology applications. 	<p>Three and one-half credits from</p> <ul style="list-style-type: none"> the list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills), state-approved innovative courses, JROTC (one to four credits), or Driver Education (one-half credit).

☒ College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

The structure of the school day and week at Excellence 2000 Network Schools has been modified to fit the Accelerated Teaching/Learning Process. This process is designed to not only help students learn in a more effective way, but also to ensure the success of students who are performing below their grade level. The structure of the school day and week reflects and correlates directly with the Accelerated Teaching/Learning Process. The process consists of about twenty-seven instructional hours per week. Per day, that's about five hours and forty-five minutes of instructional hours, leaving forty-five minutes for physical education and thirty minutes for lunch. Instructional hours may vary depending on the Phase of the Accelerated Teaching/Learning Process. Throughout the school year, the school goes through several phases of the Accelerated Teaching/Learning Process in which the school incorporates Extended Day programs and Saturday School programs; all of which will increase the amount of instructional hours per day and per week. The schedule for the school day including hours and minutes spent on each core subjects is as follows:

Weekly Schedule

Days	7-7:30am (School starts at 7:45)	7:45 To 8:00am	8:30 To 9:30am	9:30 To 10:30 am	10:30 To 11:10am	11:10 To 11:55am	11:55 To 12:30pm	12:30 To 1pm	1:00 To 2:00pm	2:00 to 2:30pm
Mon.	Breakfast	Instructional Warm-up	Core Reading/E LA	Math	Science	PE	History	Lunch	Review	Dismissal
Tues.	Breakfast	Instructional Warm-up	Review Core Reading/E LA	Review Math	Review Science	PE	Review History	Lunch	Review	Dismissal
Wed.	Breakfast	Instructional Warm-up	Test Core Reading/E LA	Test Math	Test Science	PE	Test History	Lunch	Review	Dismissal
Thurs.	Breakfast	Instructional Warm-up	Review Core Reading/E LA	Review Math	Review Science	PE	Review History	Lunch	Review	Dismissal
Fri.	Breakfast	Instructional Warm-up	Retest Core Reading/E LA	Retest Math	Retest Science	PE	Retest History	Lunch	Review	Dismissal

Daily Schedule

Description	Time
Bus arrives at school around	7:00am
Students are served breakfast in the cafeteria	7:00-7:45am
Students dismiss to designate class	7:45am
Announcements	8:00am
Instructional Warm up	8:15am
Reading	8:30-9:30am
Math	9:30-10:30am
Science	10:30-11:15am
Physical Education	11:15-11:50am
History	11:50-12:30pm
Lunch	12:30-1:00pm
Review/ Question and Answer	1:00-2:00pm
Prepare for Dismissal	2:00-2:30pm
Dismiss	2:30pm

As presented in the chart above, each core subject will be taught, reviewed, tested, reviewed, and retested throughout the week. This is a basic process of the Accelerated Teaching/Learning Process which is optimal for student learning. The student will be introduced to new information that will soon become repetitive throughout the week. As Extended Day and Saturday School programs are incorporated throughout the school year, the regular school days will be extended. Extended Day programs will be weekly and begin around 2:30pm to about 4:00pm. Saturday School Programs will begin at 8:00am to about 12:30 pm. Both programs are used to cover the entire curriculum. The information is usually taught and retested in exciting and interesting ways; providing an extremely fun learning environment for the student. As of now, Extended Day and Saturday School Programs are only offered for grades 3 and above. Instructional hours will vary depending on grade levels. Grades 3 and above will experience anywhere from 5 to 7 instructional hours per day whereas K through 2nd grade only have about 4 to 5 instructional hours per day. The chart below shows the minimum amount of instructional hours for each grade per week.

Instructional Hours per Grade Level:

<u>Grade Level</u>	<u>Minimum Instructional Hours</u>
Kindergarten	20
First	20
Second	20
Third	27.5
Fourth	27.5
Fifth	27.5
Sixth	27.5
Seventh	27.5

*(Hours may vary from grades 3 and above for Extended Day and Saturday School Programs)

Excellence 2000 Network School

2017 - 2018 School Calendar

Calendar Subject to Change at Any Time

AUGUST 2017

S	M	T	W	Th	F	S
		1	2	3	4	5
6	SD	SD	SD	SD	SD	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2017

S	M	T	W	Th	F	S
					1	2
3	H	5	6	7	8	9
13	14	15	16	17	18	16
17	18	19	20	21	22	23
24	25	PTC	PTC	28	29	30

OCTOBER 2017

S	M	T	W	Th	F	S
1	2	3	4	5	SD	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	SD	11
12	13	14	15	16	17	18
19	H	H	H	H	H	25
26	27	28	29	30		

DECEMBER 2017

S	M	T	W	Th	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	H	H	H	H	23
24	H	H	H	H	H	30

JANUARY 2018

S	M	T	W	Th	F	S
	SD	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Semester / Six Weeks

Instructional Days:

Aug 14 - Sep 25 30 days
 Sept 26 - Nov 7 30 days
 Nov 8 - Jan 11 30 days

First Semester 90 days

Jan 12 - Feb 26 30 days
 Feb -27 Apr 18 30 days
 Apr 19 - May 31 30 days

Second Semester 90 days

Total-Student Days 180

Total-Teacher Days 200

Staff Development

August 7-11
 Oct 6
 Nov 10
 Jan 01
 April 13

Teachers Work Day

June 05-08

Parent/Teacher Conf (PTC)

Sept 26-27
 Mar 6-7

Mississippi (STR)

Mar TBA
 May TBA

Inclement Weather/Make-Up Days

June 01, 04

Holiday

September 04 Labor Day
 November 20 - 24 Thanksgiving
 December 18 - 29 Winter Break
 January 15 Martin L. King
 February 19 Presidents Day
 March 12-16 Spring Break
 March 30 Good Friday
 May 28 Memorial Day

SD Staff Development
WD Teachers' Work Day
IW Inclement Weather/Make-Up Day
H Holidays & Other Non-School Days
PTC Parent/Teachers Conference
MST Mississippi State Testing
[] Beginning-Ending Six Weeks

FEBRUARY 2018

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28			

MARCH 2018

S	M	T	W	Th	F	S
				1	2	3
4	5	PTC	PTC	8	9	10
11	H	H	H	H	H	17
18	19	20	21	22	23	24
25	26	27	28	29	H	31

APRIL 2018

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	SD	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2018

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	H	29	30	31		

JUNE 2018

S	M	T	W	Th	F	S
					IW	2
3	IW	WD	WD	WD	WD	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY 2018

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Enrollment Policy & Procedures

Excellence 2000 Network Schools will comply with state and federal regulations and their admissions will be open to students in accordance with the school's charter agreement. The procedures below outline the enrollment process at Excellence 2000 Network School.

Prior to our open admission period each year there will be an admission period for returning students and their siblings, children of current full-time employees, and children of current governing board members. Admission forms and information regarding the cut-off date will be sent to the families of all currently enrolled students of the school at least 2 weeks prior to the start of the admission period. All eligible returning students and their un-enrolled siblings who submit complete admission application forms during the admission period will be registered for the following school year unless there are not enough spaces available in any particular grade or program. In addition, all returning students who submit complete registrations during the admission period will be registered and the un-enrolled siblings will be enrolled based on a waiting list.

1. Following the initial admission period, there will be an open admission period each year. During this time any parents who are interested in their children attending Excellence 2000 Network Schools may submit an admission application. The dates and times for this open admission period shall be established by the school each year and shall end no later than the last day of April for the school year beginning the fall of the same year.
2. Admission shall be open to any student who resides within the school district boundaries.

The student's place of residence must fall within the boundaries of the state of Mississippi board of Education/ Bovina, Bolton, Jackson, and Vicksburg School District zone.

Admission applications for new Excellence 2000 Network Schools students will be available in hard copy at each campus. Completed application for Admission forms may be turned in at either campus.

Excellence 2000 Network School Academy will accept new applications and enroll new students for the current school year until the 90th day of school or the last day before winter break, whichever occurs first.

Waiting List

A waiting list will be formed if the number of applicants in the application and enrollment process exceeds the number of available spaces. Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission. They will be listed as "inactive" on the waiting list and it will be the responsibility of the parent/guardian of the student to inform the school, in writing, of their desire to be returned to "active" status on the waiting list.

At the beginning of the next year's application and enrollment process a letter will be sent to all applicants who are still on the waiting list to see if they would like to remain on the waiting list. All applicants who respond affirmatively to this request will retain their place on the waiting list.

ahead of any new applicants. New applicants who are siblings of current students will maintain their sibling preference.

If at any point in the year the waiting list is depleted and the school determines that it has enrollment openings, then a new application and enrollment period will be declared. This will be announced in writing to each family, then they will have a 30-day time frame in which to complete the requirements for application to the school.

Discipline Policy:

The Discipline Policy/ Code of Conduct is the concise description of rules and associated consequences that govern student behavior at Excellence 2000 Network Schools. All parents/guardians and students will read the Code of Conduct publicly at the Open House/Family event prior to the start of school. Parents will be informed that signing the Family Contract indicates that each parent/guardian and student has read, understands, and agrees to abide by the Code of Conduct set by the school. Students are capable of making choices. Students can choose to follow the rules or they can choose to break the rules which are reasoning this policy has been set into place. There are positive motivators for when a student chooses to follow a rule or procedure and negative consequences for when a student chooses to break a rule or procedure. Students quickly learn that when they do good things, good things happen, and when they do bad things, bad things happen; every positive contribution results in a positive motivator and conversely every negative infraction results in a negative consequence.

This is the basis of our student Code of Conduct. Thereby, students who choose not to meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for Excellence 2000 Network Schools can happen.

The following beliefs inform our Code of Conduct for **Excellence 2000 Network School**:

- **Safety.** The Code of Conduct is designed first and foremost to ensure that Excellence 2000 Network students are physically and mentally safe at all times.
- **Respect.** Respect towards self, peers, and adults anchors our character development, and helps builds community within the school and beyond.
- **Self-Discipline.** Students who are organized, focused and committed, behave well in school, speak well in public, are helpful to others, develop strong self-advocacy skills that will serve them well throughout their lives.
- **All Issues/Problems/Concerns will be adhered to.** At Excellence 2000 Network, nothing is too small to address. There are no "little" problems; every seemingly small problem can quickly lead to more serious
- **Clear consequences.** The students of Excellence 2000 Network School will know exactly what behavior and self character is expected and what consequences will result if expectations are not met. Being that parent involvement is strongly implemented the school will always promptly communicate with parents about any disciplinary acts committed and consequences.

- **Staying firm and positive.** We must be firm and positive in our approach to asserting authority. A firm and positive teacher utilizes the school's discipline system in conjunction with their own systems, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well taught and re-taught rules and procedures on a daily basis.

- **Uninterrupted learning.** A major purpose of this Code of Conduct is to minimize distractions in the classroom so that students can commit 100% of their attention to academic accelerated learning. Students are expected to abide by all policies and regulations that have been developed by Excellence 2000 Network Schools to ensure the orderly operation of the educational program. When a student breaches these policies and regulations, fellow students and stakeholders have a shared responsibility in taking necessary action to correct the student's performance. Every reasonable effort will be made to transform a student's insufficient performance through alternative means before implementing more severe actions. It is expected that all Excellence 2000 Network School students will exhibit their dedication to high ethical standards. Adherence to high ethical standards points to responsiveness and appreciation for the standards, as well as a readiness to take responsibility for his/her performance and education.

To whom it may be concerned,

My name is Alexis Johnson; I am a resident of Houston, Texas. I am writing today in support of Excellence 2000 Network Schools.

As a parent of a student, I have observed how the teachers and staff work hard every day to help students transition beyond academics that are set before them. In addition, the teachers and staff take on many other responsibilities beyond the classroom that don't go over looked. By helping families understand the academic progress of their child, developing personal relationships which helps by making the student feel comfortable in the class setting, and the fact teachers take out the time to ensure students are not only academic motivated but self motivated and confident. My child enjoys Excellence 2000 Network Schools and just knowing that puts a smile on my face because I know when I drop my child off; that she is in good hands. I really adore the teachers, students and parent's involvement relationship concept of Excellence 2000 Network Schools, because this concept has kept me involved to ensure the success of my child. Therefore, I respectfully thank Excellence 2000 Network School for the effort your staff puts towards academic enhancement, parent involvement, and community togetherness.

Sincerely,

A Proud Parent who values Excellence 2000 Network Schools mission.

There are several reasons I think CFA is the best school. The teachers always have a good connection with the students. They understand how to communicate with us and explain to us. They teach very good also. When I came to CFA I wasn't too good with writing. Now I'm for sure that I got a 3 or 4 on my writing STAAR test. My math teacher Ms. McCray teaches math very well too. She breaks down the problems and tells us the steps. If you mess up again she doesn't bring you down and talk about you, she motivates you and help you to do better. I also like going to CFA because they bring you places and let you experience different things. Lots of kids that go to CFA can't afford to go to Washington D.C., Dallas, San Antonio, and Arkansas, but CFA will take them there. They also let kids open up bank accounts and help them prepare for the future. I have never heard of any schools that do that. I also feel very comfortable at CFA. Most of the kids here are my race and the teachers, at my other school I didn't have that. I have been here only for 2 years and I have many reasons why it's the best school. There are many more reasons, but I can't name them all, but one thing is for sure it's the best school.

WRITE YOUR COMPOSITION ON THE LINES BELOW.

My School C.F.A

Have you ever been asked what do you think of C.F.A? I have, and I think of Children's First Academy as an out of the ordinary school. Why? That is because I have had many great experiences while attending this school like field trips, Saturday School, and the staffs.

To start, I'm pretty sure that most public schools and other charter schools don't go on have the trips we go on. We also have a Jr. Posse. The posse members go on very exciting trips that are out of Houston. Another reason why is because of Saturday school. During Saturday school, we get to learn more things related to the things we've already learned. After Saturday School, we get to share what we learned with other students and staff. The last reason why is because of the amazing and fun staff that work here. The staff provide fun and challenging schoolwork. They take their to teach us.

To end my paper, C.F.A is the best school I've been to so far. Even though I've only been here since the sixth-grade, this have been an amazing and fun school. The staffs, saturday school, and trips are what make the school out of the ordinary.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

STOP

What does CFA means to you. Well CFA means a lot to me. This school is out of this world. What we do at CFA they don't do at other's schools, like the food, parties, and field trips. I like it when we go to the bank cuz it helps us with our adult features. CFA gets you ready for the real world. This is one of the best I want to go far. This school may not be that big or have a gym, but we don't really need all that stuff, we may want them but we don't need them.

What I think that will make to school better

First, I think we should have another building for a gym, because when it's wet outside instead of canceling it all we have to do is go in the building. Next, we should wear jeans on Friday just like the teachers. You can only wear jeans if you come that whole week, but only 3rd-7th can and you have to be good in class. Another thing is that the best class gets to eat outside. I like this idea, cuz a lot of kids like to get up and run around and throw food and outside is the perfect place to do that.

We are never only here CFA

CFA is the type of school that want to keep us all together like one big family. When they come on the speaker they tell us that they love us and that touch all lot of people heart because they want us to know that they care. This is amazing school and should not shut down no matter what. All the kids at this school like CFA wants they get use to it. I been here since long as I can remember but I will never forget has anyone told you that you love you today will Shameya want to be the first I love you CFA.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

STOP

The team's individual and collective qualifications will be used for implementing successful designs in the areas of school leadership, administration, governance, curriculum, instruction, assessment, performance management, and parent/community involvement. A description of each individual position and its key role is listed below.

Board Members

The governance structure for Excellence 2000 Network Schools will open under the auspices of a three-member board. Initially, these board members will be selected by the Executive Director, who serves as the Superintendent/CEO of the schools. The board members will consist of persons who live and work in the community near the school. During the course of the year, expansion of the governing board will take place. The board will be expanded from three to five members. It is anticipated that new parents and staff members will be expected to serve on the governing board as the program continues to expand. The duties/responsibilities for the governing board members will be defined, but not limited to, the following categories: 1) Approve and adopt the annual budget; 2) Adopt policies and procedures that govern the overall educational program and the general welfare of the children; 3) Adopt policies and procedures that govern the hiring and retention of school personnel; 4) Recruit new students to the school; 5) Serve as a public relations person between the school and the general public.

Administrators

The administrative structure of Excellence 2000 Network Schools will primarily consist of five positions: An Executive Director, (Superintendent/CEO), A Curriculum Director/Staff Development Director, Human Resources, Financial Direction, and a Principal.

Executive Director

The duties/responsibilities for the Executive Director, (Superintendent/CEO), will be defined, but not limited to, the following: 1) Recommendations for overall policy will come from the Executive Director to the Governing Board. 2) Preparation of the school budget will involve input from all stakeholders that include principal, parents, professionals and paraprofessionals; it is expected that the school principal will have extensive input into the budget preparation process. 3) Staff hiring, with input from the principal. 4) Procurement of equipment and supplies; 5) Community networking; and, 6) Fund-Raising.

Staff Development/Curriculum Director

This person will be primarily responsible for the staff development calendar for the physical school year. The staff development coordinator will be responsible for

Conducting workshops or responsible for selecting people who can lead and guide the staff through the development process, i.e. people who are trained to teach teachers. This person will be responsible for assisting teachers in the classroom with the teaching process. The staff Development /Curriculum Director must be able to demonstrate various teaching concept and strategies for teachers within the classroom while students are present. This person will communicate with parents and other community members, especially, when the school has to hire parents or other community members to perform the teaching process. We expect this person to assist the Principal in purchasing goods and services for the classroom and the school in general. Other duties will be assigned by the Executive Director.

Parents

Parents will play an integral role in the education of their children. Parents will be expected to volunteer their time, energy, expertise, and resourcefulness to our network schools. There will be different Parent Advisory Councils anticipating parental involvement. For example, Principals' Advisory Council, consisting of staff members from the K-7 cluster, 8-9 cluster, and the 10-12 cluster; a parent from each cluster. There will be an Instructional Council consisting of teachers and parents; a Personnel Council consisting of staff members and parents; a Budget Committee consisting of staff members and parents. These councils will encourage the participation of parents in the decision making process. The ultimate outcome will be an outstanding PTO group that will encourage an adequate amount of parent participation.

Community Involvement

Community members will be expected to participate in the development of Excellence 2000 Network Schools. Governing board meetings will be open to the public as we want to encourage participation from the community. The daily operations will be open to the public as much as security will allow. Community members will be invited to participate in various school programs and their input will be seriously taken under consideration. Given that two schools in the Excellence 2000 Network Schools are in Texas, the scaling that state is the most applicable for comparison to our plan to scale in Mississippi. Excellence 2000 Network Schools has incrementally expanded its network of schools in Texas over the past 18 years, proudly serving the city of Dallas and the city of Houston.

- a) The following individuals hold positions as board members, executives, or administrators:

Gail O'Neil- Board Member:

Gail O'Neil has over thirty years of experience in education and administration. O'Neil has served on board for over two years and has used her expertise to

implement successful strategies regarding the schools' operation. O'Neil has degrees in Accounting and Science. She has also participated in trainings in several areas such as accounting, education, management, curriculum development, documentation management, and much more. Her knowledge and background in education has a direct correlation with the success of Excellence 2000 Network Schools.

Mrs. Fannie Bradford-Board Member:

Mrs. Fannie Bradford is a popular and respected member of community royalty in the State of Texas. She has served nationally and internationally with her husband, Bishop Bradford on missions and peace initiatives with leaders from around the world. Mrs. Bradford was educated in Dallas Public Schools. She was an educator in Texas Public Schools for over forty years. Her graduate studies at Denver University, Texas Christian University and Southern Methodist University propelled her lifeworks to even greater heights and extensive sessions in other state and national conventions.

Mrs. Bradford was married to the late Bishop Bradford for 46 years, where her second love for humanity was serving as the Director of Mission Ministry, training and mentoring hundreds in leadership skills-- all related of mission and ministry. She has served with the L. K. Williams Institute, Bishop College, the North Texas Congress on strong family life and international harmony. Mrs. Bradford is the former President of the Metropolitan Baptist Ministers' Wives Union, Member of Leadership Dallas, Senior Source volunteer, numerous leadership and guest speaking events in the southern states. Mrs. Bradford is the mother of four children, seven grandchildren and one great grand-child.

Mr. Bernard Snowden- Board Vice President:

Dr. Snowden is a dedicated member of the community, having served as a educator and advisor/counselor in several districts and states. He has served on several committees throughout his career and continues to lend his time and talents to worthy causes that are centered on children and the future of education. Mr. Snowden graduated from Washington High School, El Dorado, Arkansas. He furthered his formal education at Arkansas A & M, now University of Arkansas at Pine Bluff. Mr. Snowden is well traveled throughout the United States, Canada, and Eastern Europe. He is a wealth of knowledge about the competitive edge and divide in education around the globe. His incredible career is as follows:

- Strong High School, Arkansas, Science Teacher Jacksonville High School, Arkansas Counselor, Sylvan Hills High School, Arkansas

- Area Supervisor, Title One, State Department of Education, Little Rock Social Studies, South Oak Cliff High School, Dallas ISD
- Hillcrest High School, Department Chair, Social Studies. North Dallas High School, Department Chair, Social Studies Social Studies Administrator, Dallas ISD
- State Appointment, AARP Texas
- Advisory Board, United Peace Federation (UPF) Southwest District

Dr. Sherwin A. Allen, Sr.-Executive Director:

Dr. Sherwin A. Allen, Sr. started his career after college as a Band Director in Fordyce, Arkansas. His distinguished career spans three decades and includes the following:

- Band Director -Albert Sydney Johnston High School, Austin Assistant Principal, Bay City, Texas (While earning his Doctoral Degree from North Texas State University) Assistant Principal, Thomas Jefferson High School, Dallas
- Principal, T. L. Marsalis Elementary School, Dallas ISD (Recognized by Phi Delta Kappa as one of the top three schools in America) Principal, Maynard Jackson Vanguard School, A Texas Model School for Academic Achievement
- Assistant Superintendent-to-Acting Superintendent, Phoenix, ISD (Arizona) Superintendent, Benton Harbor Area Schools, Michigan
- Member of the Barbara Sizemore Program, DePaul University
- State Board of Education Task Force (to close the achievement gap).

Dr. Sherwin A. Allen, Sr. now serves a CEO/Superintendent of Excellence 2000 Network Schools (Dallas and Houston Campuses) School Motto: "Teachers Teaching...Student Learning... Parents Involved."

Shannon Francis-Administrator:

Ms. Francis vision has always been to create an environment where all stakeholders can come together cohesively to bring students into the twenty-first century using a distinctive blend of educational knowledge merged with shared decision making, planning, monitoring and evaluating our system for greatness while utilizing a system-wide change by reducing categorical approaches to students linking spending to student performance. Francis' education is as follows:

- Doctoral of Organizational Leadership- Anticipated graduation date: May 2017, Grand Canyon University: Phoenix, AZ.
- Masters of Educational Administration-Grand Canyon University, Phoenix, AZ
- Bachelor of Science Criminal Justice- Sam Houston State University

Francis leadership experience is as follows:

- Developed and facilitated professional development for training for new employees within the Business-Finance Department
- Aligned the school budget to meet the needs of all students
- Calculated quarterly reporting to IRS and TWC
- Developed and Implemented a Campus Improvement Plan, Campus Needs Assessment and Student-Parent Compact mandated by NCLB
- Developed and implemented Business-Finance Policy Manual
- Developed and implemented the new EGAR and NCLB
- Created General Ledgers
- Monthly bank reconciliations, accounts payable and accounts receivables. Monthly payroll and general accounting practices.
- Financial planning, research analysis and reporting
- Co-chaired shared decision making, school values promotions, school wide field trips, parent-teacher conferences, and school wide assessment under the NCLB Policy.

Francis Professional Development in Business Finance and School Leadership is as follows:

- Charter School Superintendent/Director Leadership Network
- TxEIS Leadership Network
- TxEIS Business-Finance Training
- TxEIS Next Year Budget Processing
- TxEIS Personnel Budgeting/Next Year Payroll
- TxEIS Human Resources/Payroll Training
- TxEIS Business System: Fiscal Year End Procedures
- Uniform Grant Guidance from TEA; EDGAR Training
- Campus Tools for Title 1, Part A: Meeting Requirements under NCLB

- Summer Summit 2015; TxEIS Registration and Attendance Training
- Completing the Consolidated NCLB Compliance Report on EGRANTS System
- How to Read A.Y.P for school administrators
- Title 1 School Support Team; Refresh/Update Skills as a Title 1 Administrator

Educational Program Capacity

If you want high-performing schools, hire principals who can lead them to success. Some schools are lucky enough to have excellent principals. A reliable leadership development system takes luck out of the equation. It is a system that identifies, recruits and develop people who have previous records of raising student performance and closing achievement gaps.

A highly performing principal will:

- Understand which school and classroom practices improve student achievements.
- Knows how to work with teachers to bring about positive change.
- Supports teachers in carrying out instructional practices that help all students succeed.
- Prepare teachers to become principals

A good school recognizes that effective leaders are critical if all students are achieving at high levels. Every school has leadership that results in improved student performance and leadership begins with an effective school principal. Excellence 2000 Network Schools aims to help change how they identify, prepare, and support school leaders. The goal is to create a system that allows every school, no matter how challenged, to draw from a deep pool of highly skilled principals who know how to lead, collaborate and get excellent results.

We believe that there are six strategies that can be used to achieve that result.

Strategy 1: Single out high performers

Stop relying on the questionable pool of “self-selected people with administrative credentials but little inclination on talent for leadership. Schools must develop criteria and methods for high-quality candidates for leadership.

Strategy 2: Recalibrate preparation leadership preparation programs

Redesign leadership preparation programs to emphasize the main functions of high-achieving school: curriculum, leadership, and student achievement.

Strategy 3: Emphasize real-world training

Make field-based experiences a high priority and a central focus of principal preparation.

Strategy 4: Link Principal Licensure to performance

We have created a two tier licensure system for school principals. Initial licensure- Create a program that focuses on the core functions of schools. Professional licenses- Within a specific time, those with initial licenses would have to demonstrate that they can lead improvements in schools, classroom practices and student achievement.

Strategy 5: More accomplished teachers into school leadership positions

Create a program that provides a high level of support for accomplished teachers who are interested in becoming principals. They must prove themselves on the job.

Strategy 6: Use state academics to cultivate leadership teams in middle-tier schools

We use leadership teams, rather than single-leader models. This model is most likely to inspire student learning and “grow” future principals. Concentrate on serving middle-tier schools, which have lagging academic performance but rarely qualify for special assistance from state and federal program.

The principal of Excellence 2000 Network Schools has successfully succeeded in all 6 strategies. The core model of this program has been to:

- Develop and implement an instructional design that is properly aligned with state standards.
- Create a calendar that has incorporated time-lines for bench-mark testing.
- Created an incentive program for staff and students to excel to the highest level of performance.
- Develop and implement profile sheets that reflect academic accomplishments of all students.
- Created a parent-principal advisory team to listen to all concerns of parents and to make adjustments as needed.

These strategies have created a well-balanced environment for teachers, students, and parents. It is very important to have community involvement.

Excellence 2000 Network Schools has been:

- A.** Recognized as a Governor's honor roll school as being the top 5 percent in the state of Texas.
- B.** Recognized has having met all standards in 2014-2015 with commendation.

Business Plan:

PROJECTED STAFF:

Excellence 2000 Network School will host a twenty-day staff development for all staff members. The first week will be orientation to introduce staff to the school's mission and vision; Teachers Teaching, Students Learning, and Parents Involved. This week will also focus meeting and greeting one another, reviewing policies, procedures, maintaining compliance, the STEM Program and the day to day operation of the school. During the second week, the departments will begin to break up and have their own sessions overseen by school administrators. The third and fourth week will be driven by instruction; outlining the beginning of the year through the end of the year using instructional outlays. This week will also comprise duties and responsibilities of the staff for morning and afternoon. There will be a session on what instructional material to use and when to use it so all teachers will be in sync one with another utilizing the vertical alignment. Once the school year starts, there will be weekly grade level meetings and by weekly meetings with the department chair. There will also be monthly meetings to ensure the vertical alignment is being used effectively. Teachers will have to complete a minimum of 40 hours of professional development by June 30 of each year and other staff will have to complete a minimum of twenty hours of professional development by June 30 of each year. Excellence 2000 has the responsibility of ensuring all staff are properly trained no matter the area he or she is working in. School Administrators will have to complete 80 hours of professional development by June 30 of each year. These trainings will be for the purpose of development and growth in the teachers, administrators, other staff as well as the students.

Teachers and staff will be given two evaluations; one in the fall and one in the spring. The evaluation in the fall will be for the purpose of providing positive feedback and plans for improvement. The spring evaluation will be for the purpose of determining whether or not the teacher has shown improvement or needs to be put on a growth plan. The evaluations will address job performance, based on observation and measurable information. The employee will be given the opportunity to express any concerns or ideas. The employee will know prior to what is expected of them and will be given a copy of his/her evaluation. If there is a need for a growth plan, the Campus Principal will develop a plan for our instructional staff and will administer the plan with input from the teacher. The developed plan for support staff will also be administered by the Campus Principal.

Excellence 2000 Network Schools believes that social media is pivotal for advertising employment for open positions within our organization. We will accept employment recommendations from our existing employees because we believe our employees are valuable and they would only want to work with others who have something positive and meaningful to bring to the organization. We will post open positions at the school site, The Mississippi Work Source Commission, and word of mouth. We will have a screening committee to evaluate the worth of the applicant before moving on to the superintendent.

Sexual harassment is defined as:

Any unsolicited sexual advances, such as requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work;

- submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or academic environment.

All complaints will be handled in accordance with inapplicable policies established by the Governing Board and the laws of the state of Mississippi.

Procedures for grievance and/or termination

2 P'S: Problematic Procedures

Any employee who wishes to officially make a complaint about our process, action, or instruction of another employee or supervisor should notify the HR Department, or their supervisor, within three business days after a procedure, action, or instruction has occurred. The official notified of the complaint, will be subject to an investigation and will be notified in person and in writing.

A **grievance** is an authentic or professed cause for protest or complaint arising out of some perceived or actual harm due to some action taken by Excellence 2000 Network Schools or member(s) of the organization community. This alleged action has the impact of imposing on the individual's legal rights, or impact of imposing on an individual's right to pursue an education or the right to work at Excellence 2000 Network Schools without fear or intimidation. Excellence 2000 Network Schools will not tolerate such action by in member of the organization including the governing board.

Excellence 2000 Network School Employee Manuel

The policy of Excellence 2000 Network Schools will be to seek and employ the most qualified personnel without regard to ethnic background, faith, national origin, citizenship, age, sex, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of school employees and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

Excellence 2000 Network Schools will hire administrators, teachers, support staff, and contractors on an at-will contracts, and negotiable personnel salaries.

Upon employment by Excellence 2000 Network School, all employees are required to complete all necessary financial forms and benefit applications as deemed necessary by the HR Department. Employment qualifications for prospective employees on an employment application or related information will be verified, and deliberately falsifying information may jeopardize the prospective employee's likelihood of being hired.

Employees may be hired as regular full-time employee, and will be placed on the organization's payroll. New hires will be placed on ninety-day probation. They will be eligible for all benefits as described in this administrative framework.

The organization also may hire part-time staff. Part-time staff is employees who are employed for less than 30 hours per workweek. Time off work without pay for part-time employees may be granted by the HR Department/Campus Administrator or if the employee is a school administrator by the Superintendent.

The HR Department may at any time, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges or other personnel policies for any employee either upwards or downwards in accordance with any applicable collective bargaining agreements. An adjustment to employee status may be based upon, but in no way are restricted to promotions, demotions, changes in job descriptions, disciplinary actions, and performance adjustments.

An employee who is absent for a period of at least twenty-four consecutive work hours (three days) without notifying their Campus Principal and/or the HR Department will be considered to have abandoned their job without giving the fourteen-day notice. Such resignations will be effective on the initial date of absence. The determination of unauthorized absence will be made by the HR Department.

An employee who wishes to resign is required to give to the Campus Administrator or the HR Department in writing, a minimum fourteen days' notice prior to the resignation date, unless an exception is made by the HR Department. If the HR Department grants the exception, he must be communicated with the Superintendent. No time used for any personal endeavor within the workday is to be counted towards the daily or weekly minimum work hour requirements. Additionally, any employee wishing to engage in such personal activities must receive prior approval of the Campus Administrator or HR Department.

BENEFITS: PAID LEAVE/UNPAID LEAVE

All leaves, and unused leave accrual, will be granted in accordance with Excellence 2000 Network Schools' district policies and procedures.

Excellence 2000 Network Governing Board retains the right at any time, in accordance with any applicable employment policies and procedures to declare a "School Holiday". The office(s) of the organization may be officially closed and all employees are entitled to that day off of work with pay and without charge to any leave category or any other leave accruals. The declaration of any "School Holiday" shall be communicated by the HR Department and PEIMS Department to all employees. All other mandated holidays will be aligned according to state and federal holiday leaves.

BENEFITS:

I. Insurance and Other Benefits

Insurance and other benefits will be granted according to Mississippi laws. Those fulltime employees not covered will be granted benefits as stipulated in their individual contracts and state law.

II. Reservation of Rights

Excellence 2000 Network Schools reserves the right to alter the benefits package made available to employees at any time mainly before the school year begins consistent with all applicable laws and contract agreements. Each employee will be notified of any alterations in the benefits package.

REIMBURSEMENTS:

I. Travel

Employees are eligible for reimbursement from the organization for expenses acquired while in travel status on official business for the organization. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Campus/District Administrator before the travel takes place. All requests for travel reimbursement must appear on a form provided by and approved in advance by the Business-Finance Department for such purpose.

Unless otherwise provided for by the HR Department, all employees traveling on approved business are required to abide by the following guidelines:

Transportation: The most reasonable mode and class of travel considering factors such as cost, time efficiency, and convenience should be selected by each employee at all times. All such expenses must be listed on a form provided by the HR Department for such purposes.

Housing: Reasonable charges for lodging while in approved travel status will be paid by Excellence 2000 Network Schools, subject to the approval of the Campus/District Administration. Other reasonable related housing expenses, such as business telephone call charges, also may be paid by the organization. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the HR Department for such purposes upon approval. Upon completion of the travel, all documents must be submitted to the Business-Finance department for internal control with proper documentation and signatures.

Meals: To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the Campus/District Administration. Employees seeking reimbursement for meal expenses must list of a form provided by the Business-Finance Department all reasonable and appropriate expenses.

II. Mileage

Business Use of Personal Automobile

Employees are eligible for reimbursement from the organization for business use of their personal automobile while in travel status on official business for the organization. To be eligible for travel expense reimbursement, travel status must be approved and granted before the travel takes place by Campus/District Administrator. Such reimbursement shall be at the state rate as determined by the HR Department. All requests for travel reimbursement must be listed on an employee reimbursement form provided by the Business-Finance Department, unless an exception is made by the HR Department. Employees are accountable for reimbursement to the organization for personal use of an automobile owned, leased, or otherwise provided by the organization. Such liability to the organization shall reflect the state rate as determined by the HR Department. Any employee incurring such liabilities is required to reimburse Excellence 2000 Network Schools in full by the end of the calendar month directly following the month in which such liabilities were billed to the employee, unless an exception is made by the HR Department.

Personal mileage incurred by an employee on an automobile owned, leased, or otherwise provided by the organization must be documented on a form provided for such purpose by the Business-Finance Department, unless an exception is made by the HR Department.

III. Personal Telephone Calls

Employees shall not charge operated assisted or personal long-distance calls to the organization or from the organization. Employees will be liable for the costs of any personal calls he or she may make which are billed to the organization.

IV. Other Reimbursements

Employees are eligible for reimbursement from the organization for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved in advance by the Campus/District Administrator and must be submitted to the Business-Finance Department with a Purchase Order. Requested reimbursement for such expenses must be specified in writing to Campus or District Administrator. Such request must list each expense, and original receipts for each item must be attached to the request.

V. Credit Cards

Any employee who is authorized to use an Excellence 2000 Network Schools credit card is not allowed to charge personal expenses of any kind on the card. Such abuse will constitute severe punishment resulting in but not limited to termination from the organization.

SEXUAL HARASSMENT:

I. School Policy

It is the policy of Excellence 2000 Network Schools to prohibit sexual harassment from occurring in the workplace or at any other place where an organization sponsored event takes place. The purpose of this policy is not to regulate personal morals, or to intrude on employees' personal lives, but to demonstrate Excellence 2000 Network Schools' assurance to maintaining a workplace environment that is free of harassment of and by any of its employees or governing board members.

It is the responsibility of all school administrators, supervisors and all employees to assure that this policy is understood, monitored, implemented, and obeyed to without exemption.

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this organization;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the HR Department.

All reports of sexual harassment will be promptly investigated by the HR Department who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If an investigation confirms that harassment has occurred, the HR Department, as directed by the Governing Board, shall take appropriate corrective action which may, upon a determination by the HR Department, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM SOLVING PROCEDURES:

I. Employee Evaluations

Written evaluations of employees will be performed at least twice per year. Evaluations of teachers will be conducted by the Campus Administrator. Evaluations of support staff will also be conducted by the Campus Administrator. Evaluation of the School Administrators will be conducted by the Superintendent and the Superintendent's evaluation will be administered by the Governing Board. These evaluations will be maintained in the personnel file for each employee. The format of the evaluation will be determined by the HR Department and approved by the board. Such evaluations should include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period.

Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify the HR Department, at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The official notified of the complaint, or his or her designee, will be the investigator of all such grievances upon the agreement of the Governing Board and in accordance with state law.

All complaints will be handled in accordance with applicable policies established by the Governing Board.

MISCELLANEOUS:

I. Confidentiality

Employees of this organization shall not, in any way, release any information about this organization, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by Governing Board. No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the Governing Board. Any document or other material containing such information is required to be returned to the HR Department upon an employee's termination or resignation.

II. Personnel Inquiries

No one in this organization other than the Superintendent, Governing Board members, Public Relations Consultant, Corporate Attorney or the HR Department is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this organization.

III. Return of School Property

An employee who is terminated or who resigns must return all office keys, gate remotes, office materials and supplies in the employee's possession to the HR Department. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the HR Department.

Anything that is the property or purchased with state or federal funds cannot be taken and must be returned in the event an employee is terminated or resigns.

IV. Acceptance of Gifts

Acceptance of gifts shall be according to guidelines established by the Mississippi State Ethics Commission. Not all gifts are acceptable under the ethics code. The State Ethics Code prohibits officials or employees to accept any gift under circumstances in which it can reasonably be inferred that the gift is intended to persuade or reward official action. The administrative leadership team, employees or members of the Excellence 2000

Network School Board are not permitted to accept gifts of any kind of a value exceeding two hundred dollars (\$200.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from:

Individuals, organizations, or companies serving as vendors or potential vendors for this organization;

- elected officials or their representatives;
- candidates for public office or their representatives;
- officials or their representatives.

Offers of such gifts in excess of \$200.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Director of Operations.

Exempted Gifts:

Gifts received by will or interstate succession;

- Gifts received by distribution of any one living person to another or by a will established by a spouse or ancestor;
- Gifts from a spouse, fiancé or any relative within four degrees of consanguinity, or the spouse, fiancé of such a relative. A gift from any such relative is a reportable gift if the person is acting as an agent or in-between for someone who is not covered by this paragraph. For purposes of this exemption, relatives within four degrees of consanguinity include the following: parents, grandparents, and brothers/sisters, uncles/aunts, great uncles/aunts, nephews/nieces, grandnephews/nieces, and first cousins;
- Exchanges of approximately equal value on holidays, birthdays, or special occasions.

V. Change of Personnel Status

Employees are required to notify immediately to the HR Department and Business-Finance Department of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this organization along with the supporting documentation.

VI. Examination of Personnel Files

Any employee may examine his or her personnel file(s) at any time in accordance policies and procedures Excellence 2000 Network Schools or as approved by the HR Director. The employee can take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file, or contents of that file, is to be removed from the HR Department.

VII. Copyrights

Copyrights, payments and/or royalties, which occur as a result of a project of any employee or employees of this organization, remain the property of Excellence 2000 Network Schools. The Superintendent may assign copyrights, royalties, or other payments to the author or authors or project participants.

Employee Performance Evaluation Policy

It is the policy of the Governing Board of Excellence 2000 Network Schools that all employees shall be provided an opportunity for individual development and increased efficiency. The upkeep and enhancement

of a knowledgeable student oriented staff is vital to assure a high quality of elementary and secondary educational services to all stakeholders.

in the PK-12 setting. Such evaluations will be positive, unprejudiced, and dependable and be implemented throughout the district, and serve the following purpose:

- To provide a clear understanding by all employees on what they are expected to achieve
- To encourage performance which will contribute to a high level of service
- To encourage development of individual skills and provide a reasonable basis for individual improvement and professional growth
- To provide an opportunity for administrative review, individual reflection, student evaluation and to the extent feasible colleague evaluation all of which will become the basis for the establishment of objectives aimed at improved performance and effectiveness through self and ultimately producing globally competitive students
- development and district supported employee development

Licensing Requirements: In agreement with our charter, all teachers will hold at least a bachelor's degree when hired by Excellence 2000 Network Schools (whether full or part-time) in grades PK-12. However, in order for our teachers to be highly qualified, they must have at least 24 point prior to the opening of the school and have the minimum of 40 hours of professional development by June 30. Excellence 2000 Network Schools will not employ or accept voluntary services from, any individual who has **been convicted of on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students**. Excellence 2000 Network Schools will notify the governing school board if the employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or conduct. We will provide the governing school board with any information requested concerning such employees.

Required documentation for employment: To be considered for employment at Excellence 2000 Network Schools, prospective employees are required to complete and submit an application package to the HR Department that includes the following: **(NO EXCEPTIONS)**

- W-4, social and 1-9 forms
- Personnel Application
- Fingerprint background check
- TB Test Results
- Curriculum Vitae/ Resume
- Official Transcripts (must be mailed to HR Department)
- Driver License/ID Card (must be current)
- Security Card (Original)

Criminal Background Checks: In accordance with Mississippi Board of Education

Excellence 2000 Network Schools will check references of prospective employees and will use fingerprints submitted to conduct a background check through the Mississippi Department of Public Safety records. All of the information received by Excellence 2000 Network Schools in accordance with the required criminal history check is confidential, not a public record, and only for the private use of the HR Department. The cost of conducting criminal history checks will be the responsibility of the prospective employee with the exception of the governing board.

Excellence 2000 Network Schools will not hire individuals who have a “criminal history” which is defined as county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or felony, that indicates an individual either poses a threat to the health, safety and welfare of students or personnel, or has demonstrated that he or she does not have the veracity or morality to fulfill his or her duties as school personnel.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:

Area	Position	Department	Years of Experience	Number of Positions	Role/Responsibility	Qualifications	License/Certification
	Superintendent	Central Administration	50	1	Oversight & Administration of School	Doctorate	K-12 Teaching Certification K-12 Management
	Assistant Superintendent	-	-	-	-	-	-
	Human Resource Director	HR	5	2	Staffing, Recruitment, Related Documentation	HR Trainings and Work Experience	PHR Cert, Training in HR
	Business-Finance Director	Finance	3	2	Resource Allocation, Budgeting, Payroll	Finance Trainings, Master's Degree	TxEIS Training Finance, Bu Payroll
	Food Service Director	Food Service	4	1	Oversee, Implement, and Manage Food Service Operation	Degreed and Properly Trained	Food Management
	Transportation Director	Transportation	3	2	Oversee and Managed Transportation including Safety	Properly Trained	Degreed, Transportation Management Training
	PEIMS Coordinator	IT/ Information Management	4	1	Comply with TEA regarding electronically submitted files	Degreed, Training	CIS, CISSP
	Campus Principals	Administration	20+	2	Oversee and Managed Daily operations	Doctorate	Education Management Admin,
	Teachers	Faculty	2-10	15	Teach, Academic Support, Instruction	Degreed	Region 4 Training
	Paraprofessionals	Faculty	0-2	4	Academic Support	College Hrs	College Hrs

	Food Service Employee	Food Service	1-3	6	Carry out operations regarding Food Service	Food Service Experience	Food Experience
	Custodial Employee	Staff	0-3	5	Facility Maintenance	Work Hours	Work Hours
	Bus Drivers	Transportation	2-3	6	Provide Transportation for Students, Faculty and Staff, as needed	CDL, Hours	CDL, Hours
	Counselors	Faculty	2-5	2	Provide Academic and Student Support	Degreed	Counseling
	Assistant Principals	Administration	2-6	1	Provide direct support to the Principal	Degreed	Trainings Education Management
	Administrative Assistant	Administration	2-3	1	Provide direct support to the AP	Degreed	Certified Assistant
	Secretary	Staff	2-3	1	Provide support in operation of school	Degreed	Secretarial H
	IT Instructor	-	-	-	-	-	-
Totals							

ENROLLMENT and BUSINESS PLAN

Excellence 2000 Network Schools will form a network of collaborators with representatives from a variety of ethnic groups, socio-economic groups and community leaders. Our marketing strategy will cross all demographic groups because we are diverse ethnic groups.

Our staff will be reflective of the schools' communities. We believe that this is the first indicator to our potential students and parents that they are welcomed in our schools. We will have involved parents and community leaders in the planning stages of the schools. Politicians, and community leaders, will attend our meetings, and signed letters of endorsements.

Marketing will consist of word of mouth, walking in the neighborhoods, visiting churches, social organizations and social media. Our team will go door-to-door informing, passing out flyers and getting petitions from interested parents and community leaders. Because of our diversity, we have included all demographic groups with the idea that the make-up of our school should reflect the makeup of our counties.

Excellence 2000 Network Schools will hold community meetings to form advisory boards in every county to empower the interested citizens to create a vision of our school. We will provide presentations stating the mission, outlining the curriculum and how we plan to turn the ordinary into extraordinary.

MARKETING A FIVE YEAR PLAN

Primary objectives

Our marketing plan strategic framework builds on our mission statement and school environment, focusing efforts on significant objectives and consistent strategies:

- Increase a diversified community and county wide marketing platform
- Enhance our brand within our school counties
- Deepen community engagement while building a rapport with all stakeholders
- Foster parent, school and community relationships

These objectives are the foundation from which all understanding is built and starts the framework for Excellence 2000 Network Schools plan.

We will conduct an in depth demographic study of projected future enrollment trends, using data already collected by the administrative team. From this data, we can develop recommendations on potential market share.

Marketing plans

The Superintendent and administrative team will identify and understand their target markets (including students at private schools or other failing schools) and the best way to reach them. As part of our marketing plan, we will:

- Create an annual marketing/public relations calendar held by the Public Relations Consultant
- Coordinate written communications aimed at various populations
- Create a media plan using news releases, ads, publications, brochures, etc.
- Design a personal communication plan to reach all stakeholders.
- Utilize social media in a positive way

Recruitment and retention strategies

Each elementary/secondary Campus Principal and staff will include an enrollment and retention plan in its overall advancement plan.

Effective recruitment messages will start in order to get the word out about Excellence 2000 Network Schools. We will continue to repeat the recruitment messages often. Marketing for the Excellence 2000 will begin with PK students. Our schools will invite parents and students onsite as one of our strategies to recruit students and to see what we are all about.

Our school will also reach out to those who are not choosing charter schools.

Retention strategies begin with a welcoming atmosphere at our schools.

Excellence 2000 Network Schools will develop an outreach program for new families and young parents, by holding special events for them.

HEALTH AND SAFETY REQUIREMENTS

Safety

Excellence 2000 Network Schools will have monthly facility inspections, semi and annual health inspections. However, any immediate dangers that will pose a problem for our students will be repaired immediately. All Excellence 2000 Network Schools will receive an initial health and fire inspection prior to opening. All occupancy permits will be in force prior to the opening of our schools.

Student Immunizations

Excellence 2000 Network Schools will require proof and date of immunizations as part of the application process. All students' immunization records must be current prior to enrollment. Excellence 2000 Network Schools will direct students in need of immunizations to resources made accessible by the local health department. All students must have full immunizations within thirty days of enrollment or the student will be suspended until he/she is in compliance.

Fire and Safety Regulations

Excellence 2000 Network Schools will adhere to all federal, state and local fire department official regulations, guidelines, and/ or inspection of premises or operations of our schools. Our school premises will be open for inspection from both the local health inspectors and fire departments. Our buildings will meet the necessary safety codes, including appropriate fire control mechanisms, for example, fire extinguishers, fire alarm system and/or sprinkler system. The Campus Principal will schedule, hold, and report monthly fire drills. Exits and fire evacuation plans will be posted in each room and hallways of the building. The schools' building will be available for inspection to appropriate officials for regular inspections and for special inspections prompted by a complaint by an interested party. Schools will have all of the occupancy permits prior to the opening of our schools. Campus Principals will call upon the local department for staff and student fire and terrorist evacuation trainings. All employees, staff and volunteers will attend a training workshop at the beginning of each school year. New employees who are employed afterwards will receive individual training.

Excellence 2000 Network Schools will address and protect the health and safety of all students and staff by developing and implementing a School Safety Plan including a Disaster Recovery Plan. All employees, staff, volunteers will attend a training workshop at the beginning of each school year. New employees who are employed afterwards will receive individual training.

Events Requiring Disaster Recovery Plan

- Disasters events are unanticipated, catastrophic incidents which affect all or a majority of the student body. Examples of the types of qualifying events include natural disasters such as fires and earthquakes, evacuations, hostage or gunman situations, terrorist attacks, death of a teacher or student, and any other threat that directly targets the safety of students.

Disaster Recovery Leadership Teams

- Excellence 2000 Network Schools' disaster recovery plan will identify responders at all levels of the organization. There will be a school response team, at each school comprised of teachers and staff members from the individual schools. These individuals will deal with the developing situation and the immediate crisis. Larger crisis intervention teams, made up of individuals from the school district and local community within the counties can help in the aftermath of a crisis. Community mental health providers or the school can provide counseling services to staff and students. All stakeholders, fire departments and hospitals may help to facilitate sharing of equipment, buildings and other resources in the event a particular school is damaged by a natural disaster.

Situation Specific Plans

- Excellence 2000 Network Schools will have details about the procedures for each type of emergency situation. Handling an evacuation due to a fire will require very different steps than dealing with a hostage situation inside the school. For example, the evacuation procedures will need to include

details such as the meeting point, entrances and exits from the building, who will be responsible for checking the building to ensure no student is left behind, and who coordinates with the fire department. In the case of a hostage/gunman scenario, the plan should cover who will handle negotiations (ideally, only trained professionals or the police), the procedures for alerting the police, and what to do with students who remain in the building (remain in their classrooms with the doors closed and secured).

Roles and Responsibilities

- The disaster recovery plan will clearly define individual staff members' roles and responsibilities during a crisis. The Campus Principal's designated employee in the event of his/her absences or inability to function in the lead role of the school. Communication information should be maintained, and staff should be aware of the order of the phone tree, as well as contingency plans if a link in the tree is unavailable. The plan will state who has overall decision-making authority during a crisis, who will serve as a spokesperson, who is in charge of communicating with parents, and who should report in the event of a natural disaster. Scripts or step-by-step procedures for general events such as notifying parents or evacuating the building will be available.

Post-Crisis

- Our plan will not stop at addressing the crisis itself. Our administrators and staff will have a list of contact information for available resources such as mental health professionals and community organizations who can work with specific situation plans. The plan will not stop at addressing the crisis itself. It will also list contact information for available resources such as mental health professionals and community organizations who can work with staff, students and parents to process the events and deal with the trauma.

Food Inspections

- Excellence 2000 Network Schools will have on-site preparation of food. All breakfasts, lunch and snacks will be made on the campus by trained food service employees. We will not store any left-over foods or give away any foods that were prepared consumption on a daily basis. Food will be maintained at the required health department temperature and storage requirements.

Hazardous Chemicals

- All hazardous chemicals will be identified with a hazardous chemical label and maintained out of the reach of our students in a locked closet that only designated employees have access. Excellence 2000 Network Schools have the responsibility to inform and adequately train its employees who work with hazardous substances and to design and implement employee protection programs. Employee training programs will provide the necessary hazard information to school staff so they can participate in and support measures in place at school. Material Safety Data Sheets (MSDS) will be on site and available for review of anyone coming in contact with chemicals. A central file will be kept in the main office of food service manager and the campus principal. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all.

Blood borne Pathogens

- All staff of Excellence 2000 will be trained in blood borne pathogen, CPR and first aid. The staff will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that

are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). OSHA standards apply to all occupational exposure to blood (human blood, human blood components, and products made from human blood) or to other potentially infectious materials containing cell or tissue cultures, organs, or other tissue from experimental animals infected with HIV or HBV. Excellence 2000 will have a written Exposure Control Plan that is accessible to all employees.

The Plan will include:

- Designated job classifications, tasks and procedures which involve potential exposure;
- Indications of required engineering and work practice controls and
- Specifications of necessary personal protective equipment

Excellence 2000 Network Schools will train employees to protect all stakeholders and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- Modes of transmission of blood-borne pathogens
- Identifying hazards
- Prevention through engineering controls
- Handling contaminated syringes, laundry, and biomedical waste
- Proper use of personal protective equipment
- Instituting safe workplace practices and engineering controls
- Hepatitis B vaccine
- Proper “housekeeping” to avoid risk
- Post-exposure reporting

Diabetes care plans

- Excellence 2000 Network Schools’ personnel will be trained by the school nurse to assist students with routine and emergency diabetic issues.

ADA recommends the following related to school staff training:

- All school staff members who have responsibility for a student with diabetes should receive training that provides a basic understanding of the disease and know who to contact in an emergency.
- A small group of school staff members should receive training from a school nurse or another qualified health care professional such as a physician or a nurse with expertise in diabetes, and also in student-specific routine and emergency care.
- The school nurse or another qualified health professional should be involved with training of appropriate staff and providing ongoing professional supervision and consultation regarding routine and emergency care of students with diabetes.

Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn

- Providing parents and guardians with information about:
- Meningococcal meningitis and influenza and their vaccines at the beginning of each year:

We will give information to parents and guardians at the beginning of each year with information about meningococcal meningitis and influenza. These handouts will include information about vaccines, causes, and symptoms, how they are spread and where parents can get more information and vaccines for their children. These services will be aligned with requirements set by NCLB.

Excellence 2000 will provide the vaccination statement as per the U.S. Department of Health and Human Services Center for Disease Control and Prevention.

- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases:

Excellence 2000 Network Schools will give parents and guardians of students in the fifth grade, information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided at the beginning of each school year, and will include causes, symptoms, how these diseases are transmitted, vaccines that can prevent them, benefits and possible side effects of vaccines, and where parents and guardians can get more information.



Excellence 2000 Annual Report

2012-2013

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FOUNDER'S STATEMENT

"My experiences and inspiration in creating this school is a lifelong dream coming into view. I have spent my entire life in education from the ground up. My experiences that demonstrate a long term commitment is in knowing that we have made a significant contribution to the education of children deliberately, while engaging their parents of its importance. The school's mission is only working when it is transcended to the staff, administrators and outside the walls of the school. My mission and its meaning has a loud voice in the communities we serve. Goal setting is a target you aim to obtain. The target becomes the total objective.

Making it ambitious means to me strict deadlines and the determination/drive to make it happen. I always factor in the necessary tools needed to reach the goal. I can especially remember such an incident. In the midst of a set of ambitious goals, a serious storm came unsetting and rearranging our goals. We pulled out the building blueprints, addressed safety first for all, identified the challenge and the obstacles, sought advice from authorities and within record time, met measurable results. In describing a time when a colleague was skeptical to buy into my vision for a project, I selected the vision of change. Our world is changing and people are skeptical of the unknown in all cases. Motivation is belief in your vision, first of all.

The confident, knowledge and your track record normally speak for itself. Motivation is directly linked to history. And in this case with my colleague who was initially skeptical, I simply tapped into a simple history lesson he could relate to and won him over. Continue to grow is a challenge I highly recognize, and I am in the right place to ensure my growth. Being around children on a daily basis is my strengthening strategy. Popular magazines subscriptions and the ever present media are a set of helping hands. As a personal commitment, I channel my energy, as much as possible, to take on new things, i.e., in depth use of my cell phone, google references, using/learning the new acronyms and abbreviations. In my humble opinion, this is a great time to be alive, part of the paradigm shifts while influences children and their future."

-Dr .Sherwin Allen



Teachers Teaching, Students Learning, Parents Involved.

MISSION AND VISION

The mission of Excellence 2000 Network Schools will provide a safe and positive school setting where all students will be taught the 21st century skills in reading, writing, mathematics, science, and social studies. Students will be able to demonstrate and apply lifelong learning skills necessary to become productive citizens. Our children will be taught and expected to learn at an accelerated instructional pace, in order to better assist those students who have not had success in a traditional school setting. The underlying principle which will drive Excellence 2000 Network Schools will be “All Children Can and Will Learn”.

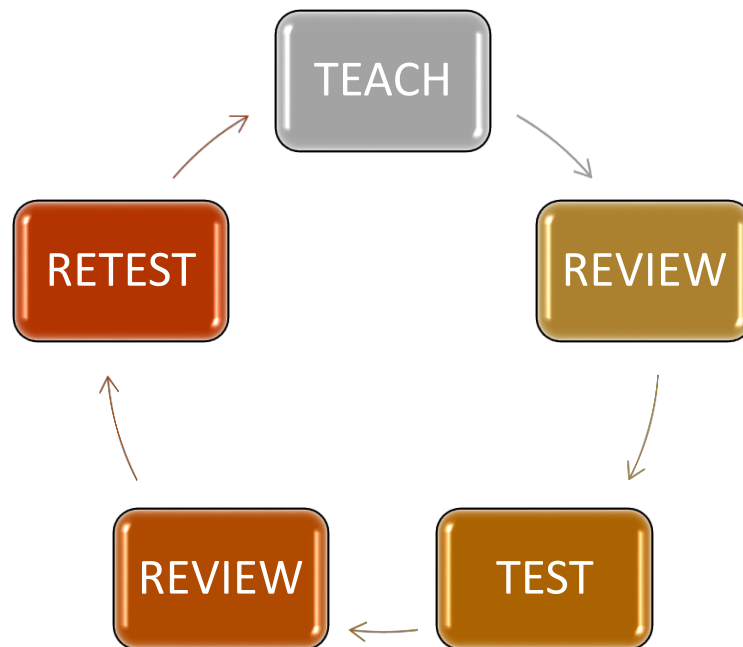
The Fundamental philosophy of Excellence 2000 Network Schools is summarized in the following statements. WE BELIEVE THAT:

- All children can and will learn.
- Children should and will be the focal point for our school setting.
- Teachers' expectations determine student performance.
- Parental involvement determines student performance.
- Our school setting will be a pivotal difference in the lives of our students.

CURRICULUM AND PROGRAMS

Our educational program will consist of a curriculum as outlined by the Common Core Curriculum. The Common Core Curriculum objectives, and expectations as outlined in the Common Core Curriculum test will drive the instructional process for the Excellence 2000 Networks Schools. The main focus for our instructional program will be the accelerated teaching/learning concept. This methodology will ensure that our students will learn in a school setting compatible with their natural learning styles. Another impetus for our instructional program will be to teach the skills in each subject area through an inter-disciplinary approach to teaching. Therefore, skills per subject area will be integrated into other subjects

Accelerated Teaching/Learning Method



ACCELERATED TEACHING/LEARNING PROCESS

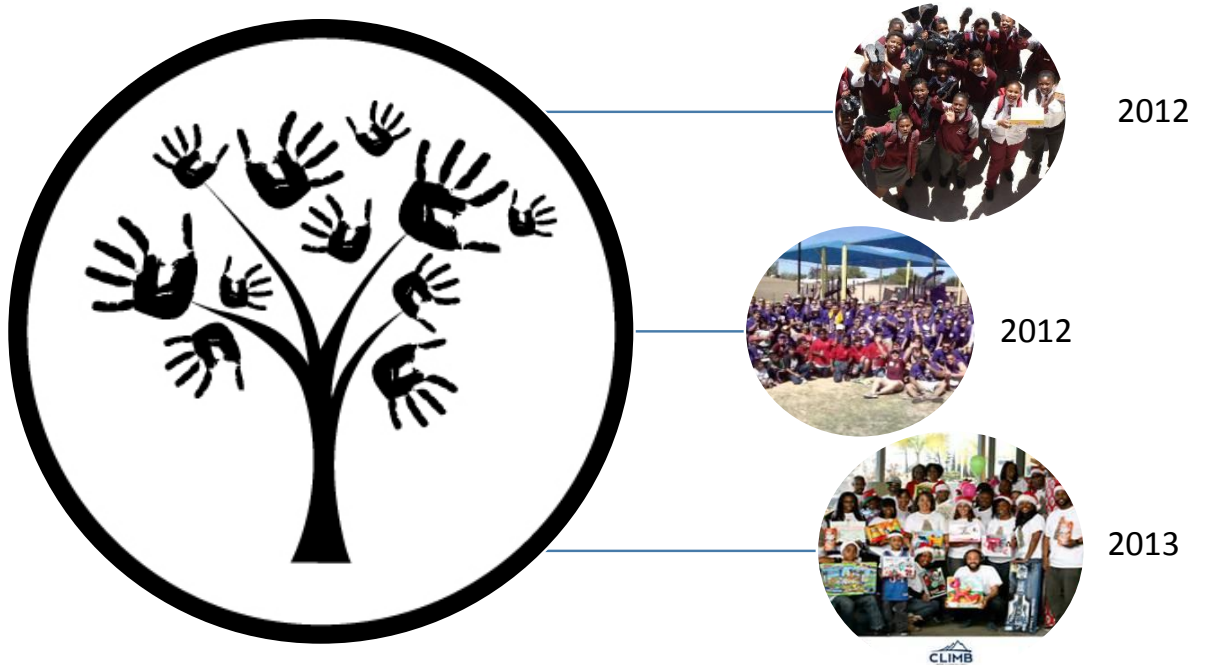
Accelerated teaching/learning is a multifaceted teaching/learning system. The following outline is a simplistic approach to the Common Core Curriculum accelerated teaching/learning system:

The principal and teachers will:

- Identify the fundamental skills required for mastery of a subject area as identified in the Common Core Curriculum.
- Identify the minimum amount of time needed to teach these skills six-week teaching cycle.
- Identify Instructional Calendar - All skills to be taught during a six-week instructional cycle.
- Develop the logical sequence for the skills to be taught.
- Administer a diagnostic assessment over the Common Core Curriculum taught during the instructional cycle.
- Chart student progress and mastery or objectives.
- Evaluate teaching/learning process, including methodologies, style, lecture, and visual aids. Academic progress is measured after each six-week instructional cycle.
- Share data which outlines mastery and non-mastery of the Common Core Curriculum objectives with students and parents. A short weekly progress report will be sent home each week. A full six-week report card will be issued after each six-week instructional cycle.
- Offer tutoring, individualized instruction, and individualized student homework packets. A focused Extended Day and Saturday School Program will provide additional instructional "Time on Task"
- Reteach objectives during the next teaching/learning phase

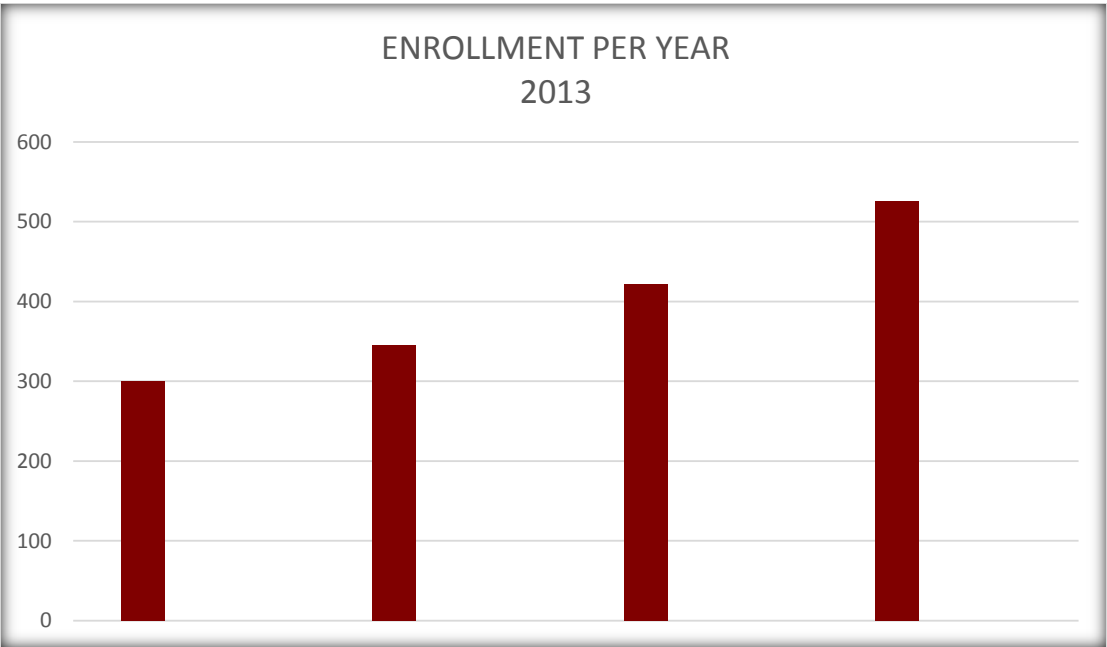
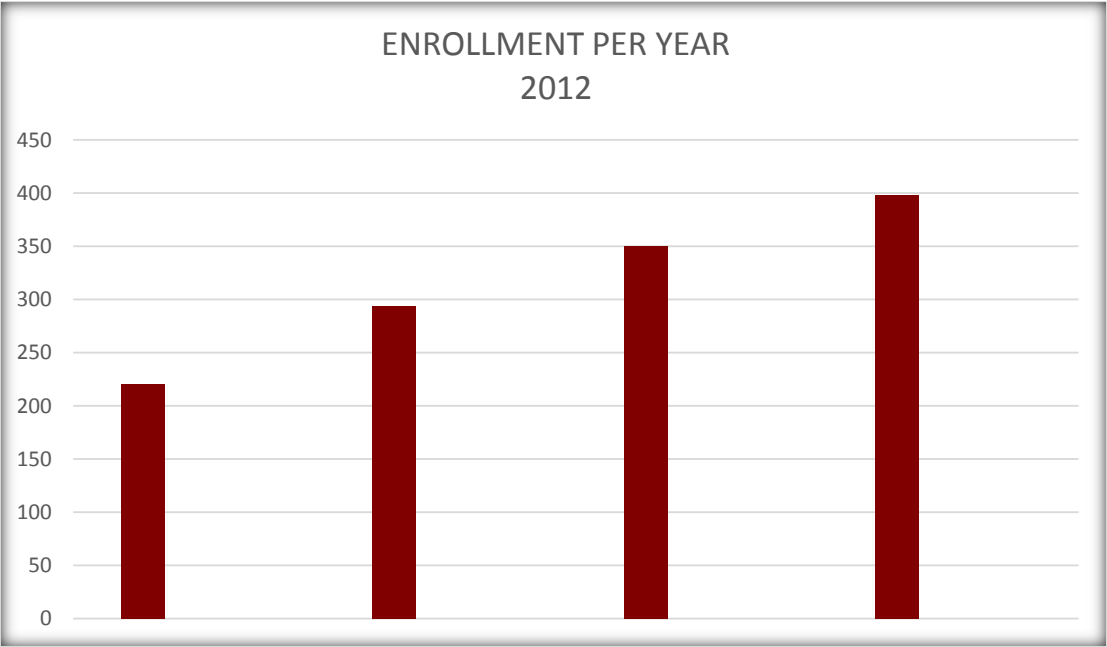
COMMUNITY ENGAGEMENT

BRANCHING OUT INTO THE COMMUNITY



Community involvement and enrollment are directly related at Excellence 2000 Network School. We strive to encourage the parents to be heavily involved in the students' education. We bring the community together by making connections and building relationships between the parents, students, and small businesses within the community.

ENROLLMENT



ACADEMIC PERFORMANCE

**TEXAS EDUCATION AGENCY
2012-13 Accountability
Summary
CHILDREN FIRST ACADEMY OF
HOUSTON (057811)**

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none">- Student Achievement- Student Progress- Closing Performance Gaps- Postsecondary Readiness	<ul style="list-style-type: none">- NONE

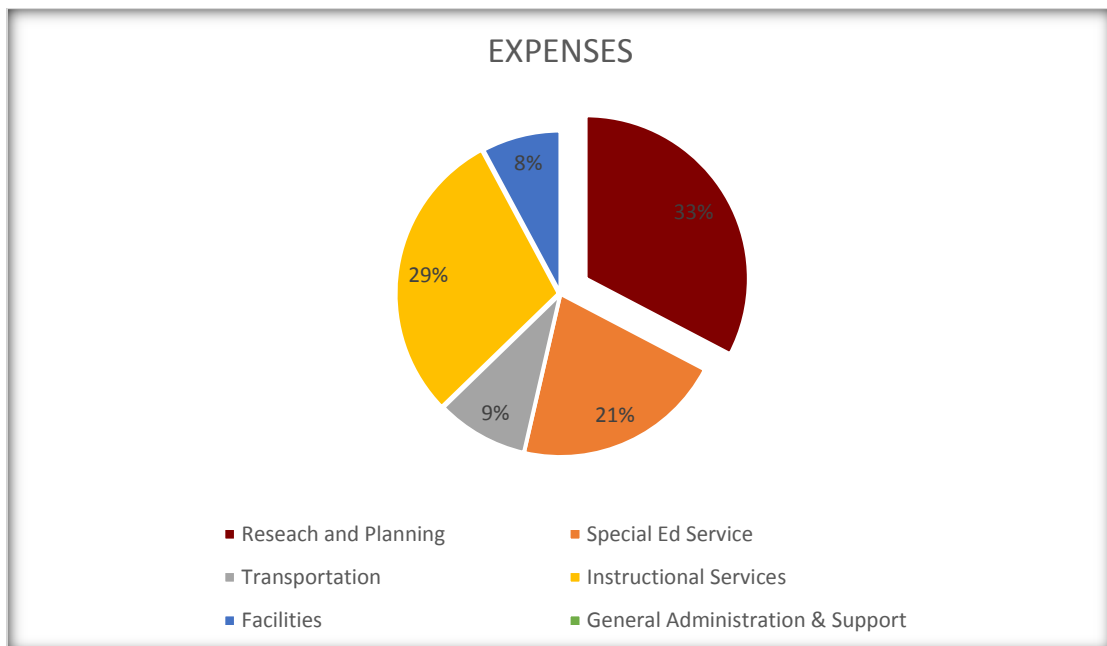
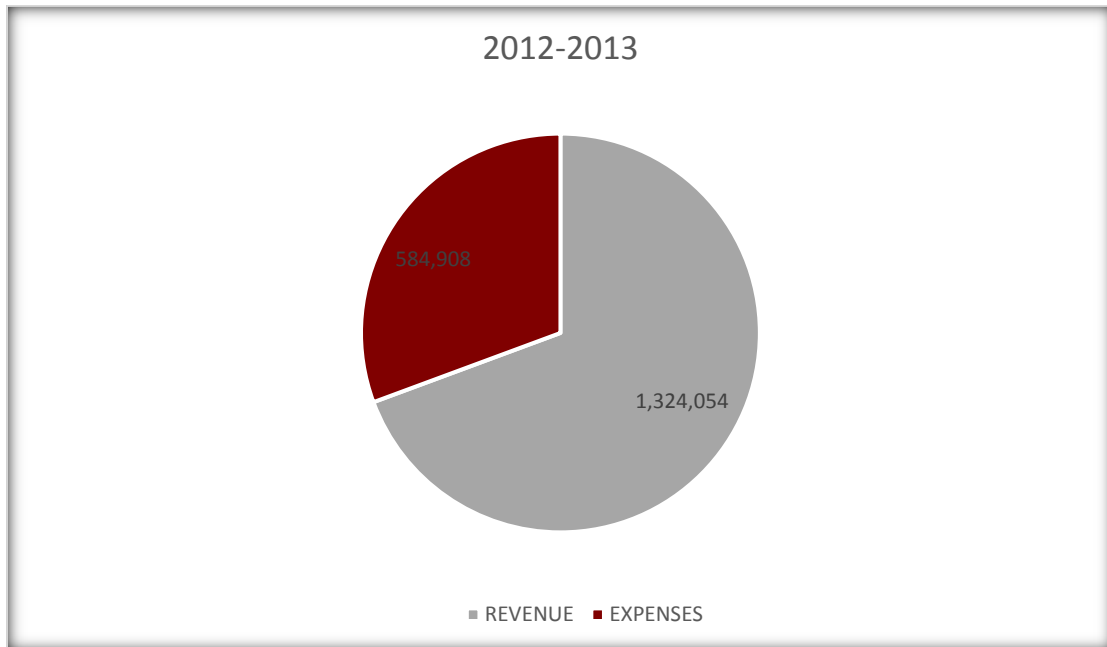
**TEXAS EDUCATION AGENCY
2011-12 Accountability
Summary
CHILDREN FIRST ACADEMY OF
DALLAS (057813)**

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none">- Student Achievement- Student Progress- Closing Performance Gaps- Postsecondary Readiness	<ul style="list-style-type: none">- NONE

FINANCIALS 2012-2013



[illegible]

Academic Performance Data Template

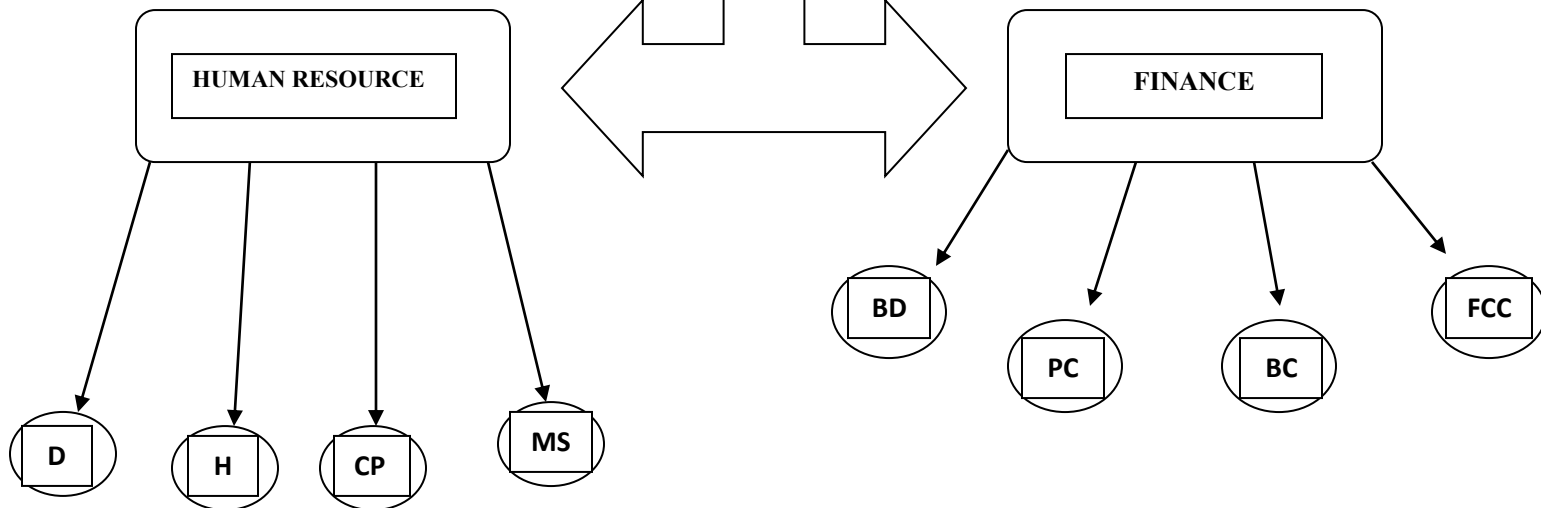
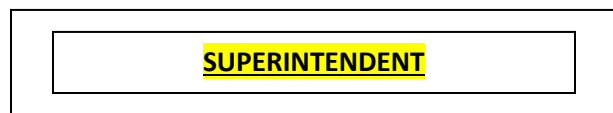
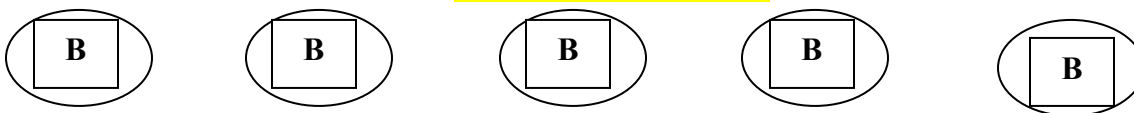
Instructions:
Provide the data requested in the table below for *ALL* schools currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed.
Provide data from the most recent three school years for which data is available.

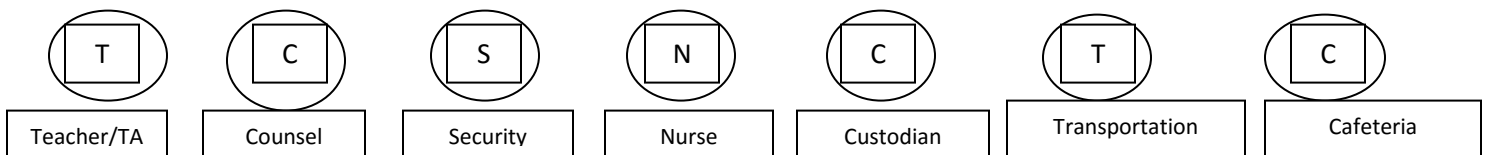
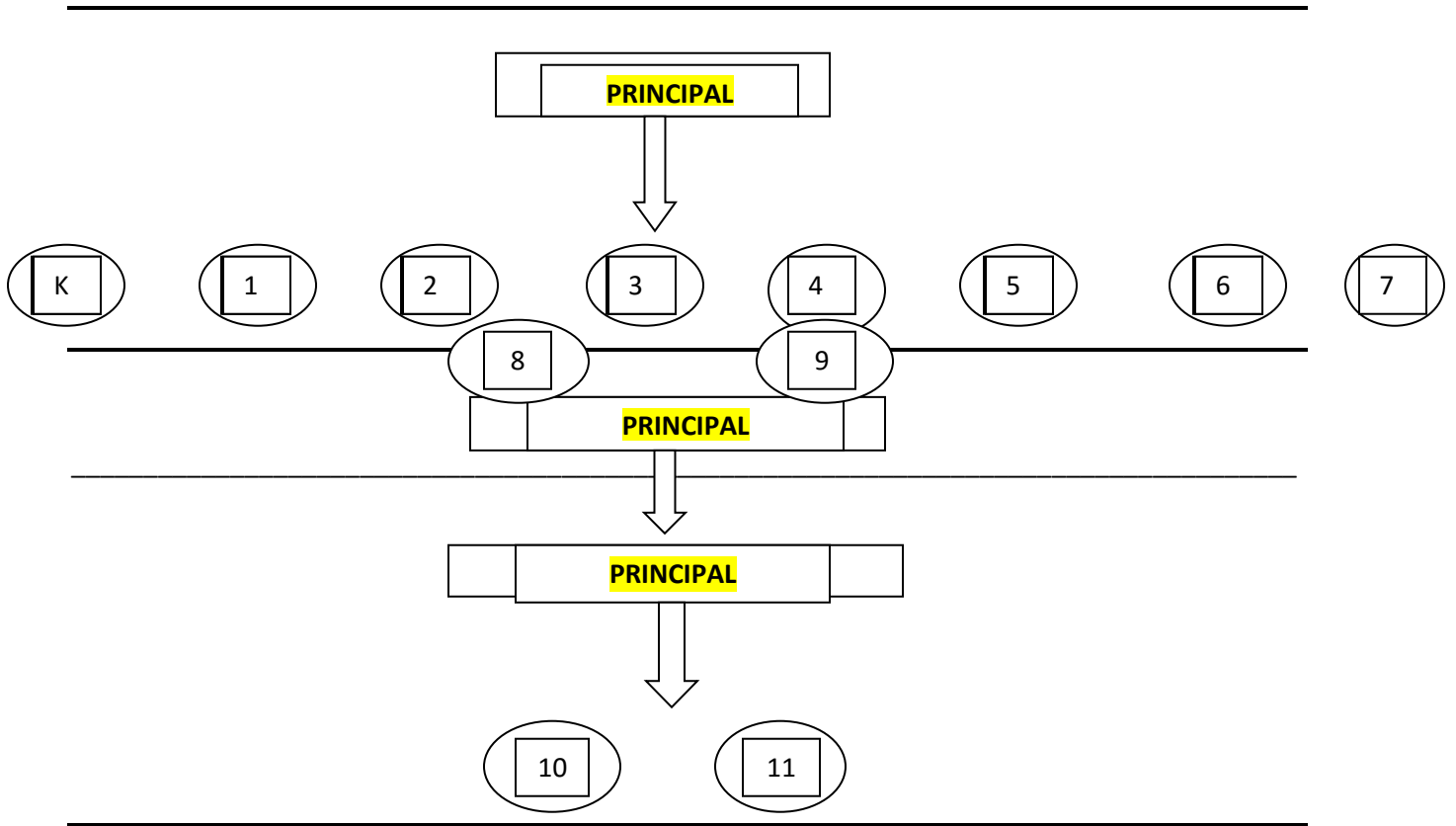
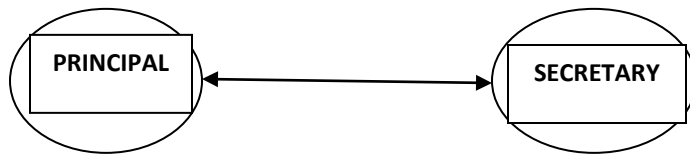
SUMMARY INFORMATION																		
			SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4			SCHOOL 5			
School Name:			Children First Academy-Dallas			Children First Academy-Houston			Please Enter			Please Enter			Please Enter			
School Location (City, State):			315 E. Wheeland Rd. Dallas, TX			2803 E. Little York Rd. Houston, TX			Please Enter			Please Enter			Please Enter			
Year Opened:			Phase Enter			PK-7			Please Enter			Please Enter			Please Enter			
Current Grades Served:			PK-7			PK-7			Please Enter			Please Enter			Please Enter			
Current Enrollment:			389			331			Please Enter			Please Enter			Please Enter			
School Year			2014-2015	2013-2014	2012-2013	2014-2015	2013-2014	2012-2013	2014-2015	2013-2014	2012-2013	2014-2015	2013-2014	2012-2013	2014-2015	2013-2014	2012-2013	
Demographic & Socio-Economic																		
School	% Students Low-Income:	99%	N/A	97%	99%	N/A	99%	99%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Limited English Proficient:	0%	N/A	0%	0%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students with Disabilities:	0%	N/A	0%	0%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% African American:	95%	N/A	98%	94%	N/A	95%	95%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Hispanic:	1%	N/A	3%	6%	N/A	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
District Average	% Caucasian:	0%	N/A	0%	0%	N/A	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Other Race/Ethnicity:	0%	N/A	0%	0%	N/A	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Low Income	99%	N/A	98%	99%	N/A	98%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Limited English Proficient:	0%	N/A	0%	0%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students with Disabilities:	0%	N/A	0%	0%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
District Average	% African American:	95%	N/A	98%	94%	N/A	95%	95%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Hispanic:	1%	N/A	3%	6%	N/A	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Caucasian:	0%	N/A	0%	0%	N/A	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Other Race/Ethnicity:	0%	N/A	0%	0%	N/A	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Other Race/Ethnicity:	0%	N/A	0%	0%	N/A	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Criterion-Referenced Assessments																		
Assessment Name (Reading, Math):			STAIR			STAIR			Please Enter			Please Enter			Please Enter			
School	% Students Meeting or Exceeding Standards – Reading:	81%	N/A	21%	80%	N/A	81%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Meeting or Exceeding Standards – Math:	0%	N/A	64%	0%	N/A	95%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Meeting or Exceeding Standards – Composite:	79%	N/A	0%	82%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Exceeding Standards – Reading:	55%	N/A	7%	52%	N/A	49%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Exceeding Standards – Math:	0%	N/A	40%	53%	N/A	74%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Exceeding Standards – Composite:	51%	N/A	0%	81%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Meeting or Exceeding Standards – Reading:	61%	N/A	52%	79%	N/A	52%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
District Average	% Students Meeting or Exceeding Standards – Reading:	59%	N/A	79%	79%	N/A	79%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Meeting or Exceeding Standards – Math:	0%	N/A	59%	0%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Meeting or Exceeding Standards – Composite:	17%	N/A	29%	55%	N/A	29%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Exceeding Standards – Reading:	0%	N/A	57%	0%	N/A	57%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Exceeding Standards – Math:	16%	N/A	0%	51%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% Students Exceeding Standards – Composite:																	
	% Students Meeting or Exceeding Standards – Reading:																	
Norm-Referenced Assessments																		
Assessment Name (Reading, Math):			Not Applicable			Not Applicable			Please Enter			Please Enter			Please Enter			
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):			Not Applicable			Not Applicable			Please Enter			Please Enter			Please Enter			
School	Score – Reading:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Score – Math:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Score – Composite:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Average Student Growth During Year:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	% Students Making at Least One Year of Gains During Year:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Other Performance Measures	% EVDOE to PLAIN Gains:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	% PLAN to ACT Gains:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Student Retention Rate:																	
	(i.e. % students enrolled in one year who re-enroll in fall of next year)																	
	School	Student Average Daily Attendance Rate:	0%	0%	96%	0%	0%	97%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Student 5-Year Cohort Graduation Rate:		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
One Year Grade 9-12 Student Drop Out Rate:		N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Student College Attendance Rate:		N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Teacher Retention Rate:		N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	
District Average	Student Retention Rate:	(i.e. % students enrolled in one year who re-enroll in fall of next year)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Student Average Daily Attendance Rate:	N/A	N/A	96%	0%	N/A	96%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Student 5-Year Cohort Graduation Rate:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	One Year Grade 9-12 Student Drop Out Rate:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Student College Attendance Rate:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	

Organization Management

Excellence 2000 Network Schools will open under the auspices of a three-member board. Initially, these board members will be selected by the Executive Director, who serves as the Superintendent/CEO of the schools. The board members will consist of persons who live and work in the community near the school. During the course of the year, expansion of the governing board will take place. The board will be expanded from three to five members. It is anticipated that new parents and staff members will be expected to serve on the governing board as the program continues to expand. The duties/responsibilities for the governing board members will be defined, but not limited to, the following categories: 1) Approve and adopt the annual budget; 2) Adopt policies and procedures that govern the overall educational program and the general welfare of the children; 3) Adopt policies and procedures that govern the hiring and retention of school personnel; 4) Recruit new students to the school; 5) Serve as a public relations person between the school and the general public.

GOVERNING BOARD





- **Administrators**

The administrative structure of Excellence 2000 Network Schools will primarily consist of three positions: An Executive Director, (Superintendent/CEO), A Curriculum Director/Staff Development Director, and a Principal.

- **Executive Director**

The duties/responsibilities for the Executive Director, (Superintendent/CEO), will be defined, but not limited to, the following: 1) Recommendations for overall policy will come from the Executive Director to the Governing Board. 2) Preparation of the school budget will involve input from all stakeholders that include principal, parents, professionals and paraprofessionals; it is expected that the school principal will have extensive input into the budget preparation process. 3) Staff hiring, with input from the principal. 4) Procurement of equipment and supplies; Community networking; and, 6) Fundraising.

- **Staff Development/Curriculum Director**

This person will be primarily responsible for the staff development calendar for the physical school year. The staff development coordinator will be responsible for conducting workshops or responsible for selecting people who can lead and guide the staff through the development process, i.e. people who are trained to teach teachers.

(a). This person will be responsible for assisting teachers in the classroom with the teaching process. The Staff Development/Curriculum Director must be able to demonstrate various teaching concept and strategies for teachers within the classroom while students are present.

(b). This person will communicate with parents and other community members, especially, when the school has to hire parents or other community members to perform the teaching process.

We expect this person to assist the Principal in purchasing goods and services for the classroom and the school in general. Other duties will be assigned by the Executive Director, such as, performing in lieu of the CEO on special occasions with the Governing Board, or substituting for the principal when necessary.

- **Principal**

The principal will be responsible for daily operations of Excellence 2000 Network Schools. The primary focus of the principal will be the monitoring, implementation, and evaluation of the instructional program. The principal will participate in the hiring process for the classroom teachers and the instructional support staff. The principal will be responsible for the management of the facility. The principal will make recommendations to the Executive Director for the procurement of equipment and supplies. The principal will also participate in community networking, as well as, fundraising. The principal, and/or designee, will also lead a viable recruitment program

for the children and their parents. The principal will operate an open door policy for staff, parents, and students.

- **Faculty**

The faculty will be expected to participate in the decision making process along with the governing board members and the administrators. One member of the faculty will participate on the governing board as a full partner. The faculty will be divided into three separate groups consisting of K-7 teachers, 8-9 teachers, and 10-12 teachers. The principal will interact with the separate groups at least once a week, as well as, have an individual serve as a liaison between groups and the administration. This structure will lead itself to greater communication, interaction, and participation in the decision making process. Faculty will also be expected to serve on various committees which will be formed to give input into the instructional program, budget, personnel, materials and supplies, and any other topic deemed pertinent for the betterment of the Excellence 2000 Network Schools.

BOARD BYLAWS AND POLICIES

I. The bylaws of the board is that each board member will serve as the legal agent of the State of Mississippi in carrying out the will of the citizens located in the proposed district with regards to public education. The school board is the policy-making body for the school district.

In addition to setting policy, the board of education also hires the superintendent of schools, holds regular scheduled meetings to conduct the business of the district, approves employment and termination of personnel, approves the budget, approves property purchases, approves new building plans and awards bids, hears grievances of employees, students, and community members of the district and authorizes collection, disbursement and auditing of funds.

II. The proposed district will elect school board members on the first Tuesday of November. Excellence 2000 Network Schools three board of directors are elected community volunteers who serve a one year term. At the meetings of the board in December, the board elects a president, vice president, and secretary to serve for a one year term.

III. Excellence 2000 Network Schools board of directors readiness to leverage and sustain relationships with key stakeholders by way of building a lasting support for on-going success. They board is essentially outside stakeholders who advocates for improved program outcomes. Because the directors are building and sustaining relationships with key stakeholders of understand the mission of the school, who share the leader's vision and passion for student success, they are able to offer ways in which key stakeholders can be a positive force for helping school staff achieve improved outcomes for all students and sustain them over time.

IV. The Board of Directors will continually have on-going collaboration focused squarely on what is in the best interest of students-teachers teaching, students learning and parent involvement along with transparent dialog on the need that the economically disadvantage school face to improve student learning through building partnership, collaborative and genuine efforts and all stakeholders must be mission-oriented and data-driven.

V. The Board of Directors will collect data to ensure that the school leader stays on track to achieve its vision by parent survey, collecting student data, teacher suggestions and yearly assessment.

The systems by which the Board of Directors will collect information will consist of the following:

- a. Semester monitoring
- b. Yearly goal setting
- c. Yearly evaluations
- d. Utilizing research-based activities
- e. Continual Board Training

VI. The standards the Board of Directors will use to evaluate information it collects will be used to do the following:

- a. Providing an opportunity to set maintaining a formal, documented, fair and pragmatic process for providing feedback to the superintendent about the gathered information.
- b. Providing direction for specific improvements in skills and performance.

VII. The process that will be used to evaluate information and make decisions will be as follows:

- a. Identify the decision to be made
- b. Gather information
- c. Identify the alternatives
- d. Weigh the evidence
- e. Choose from alternatives
- f. Take action
- g. Review the decision

VIII. The process the Board of Directors will refrain from potential conflicts of interest before making decisions are as follows:

- a. Negotiating the collective bargaining agreement in which a relative is part of the unit
- b. Setting on a personnel matter involving a relative
- c. Acting on any matter that will affect a relative's working condition
- d. Providing an employed relative with documents that are not in the public domain
- e. Nominating a relative for a promotion
- f. Speaking to other board members in favor of an employed relative receiving a benefit of any kind.

Statement of Assurances

- ☒ The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
- ☒ The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.
- ☒ The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.
- ☒ The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.
- ☒ The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.
- ☒ The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.
- ☒ The applicant will not charge tuition.
- ☒ The applicant will provide a transportation plan for students attending the proposed charter school.
- ☒ The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.
- ☒ The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to non-charter public schools in the state.
- ☒ The applicant agrees to abide by the following state statutes:
 - a. Mississippi Code § 25-41-1 et seq;
 - b. Mississippi Code § 25-61-1 et seq;
 - c. Mississippi Code § 37-3-51;
 - d. Mississippi Code § 37-3-53;
 - e. Mississippi Code § 37-11-18;
 - f. Mississippi Code § 37-11-18.1;
 - g. Mississippi Code § 37-11-19;
 - h. Mississippi Code § 37-11-20;
 - i. Mississippi Code § 37-11-21;
 - j. Mississippi Code § 37-11-23;
 - k. Mississippi Code § 37-11-29 and 37-11-31;
 - l. Mississippi Code § 37-11-67;
 - m. Mississippi Code § 37-13-3;
 - n. Mississippi Code § 37-13-5 and 37-13-6;

- o. Mississippi Code § 37-13-63(1);
- p. Mississippi Code § 37-13-91;
- q. Mississippi Code § 37-13-171(2) and (4);
- r. Mississippi Code § 37-13-173;
- s. Mississippi Code § 37-13-193;
- t. Mississippi Code § 37-15-1 and 37-15-3;
- u. Mississippi Code § 37-15-6;
- v. Mississippi Code § 37-15-9;
- w. Mississippi Code § 37-15-11;
- x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
- y. Mississippi Code § 37-18-1.

- ☒ The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.
- ☒ The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.
- ☒ The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
 - a. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
 - b. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-3-95; or
 - c. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.
- ☒ The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.
- ☒ The applicant agrees to adhere to generally accepted accounting principles.
- ☒ The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term "foreign" means a country or jurisdiction outside of any state or territory of the United States.
- ☒ The applicant assures that it possesses legal authority to apply for and to receive a charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Name: Sherwin Allen, Sr., Ed. D.

Sherwin Allen, Sr., Ed. D.
Signature

May 2, 2016
Date

Texas Education Agency - Division of Charter School Administration

Open-Enrollment Charter Schools 2015 - 2016 Annual Governance Reporting Form

Charter Holder: EXCELLENCE 2000, INC.-- Charter Name: CHILDREN FIRST ACADEMY OF DALLAS CDN: 057811
-752735231

Instructions for this form are available at http://tea.texas.gov/Texas_Schools/Charter_Schools/Charter_Schools_-_Governance/

Legal Name:

Title: MRS. First Name: Gail Initial: Last Name: O'Neil

Any aliases, nicknames, or names formerly used by the individual, including maiden name: Edith

E-Mail: gailoneil999@gmail.com

Work (daytime) phone #: 713-635-4771

Alternate (home/cell) phone #: 713-705-9325

Mailing Address: 315 E. Wheatland Rd., Dallas TX 75241

Primary Residence Address (if member of governing body) 8117 Gallahad, Houston TX 77078

Submit only one form per person. Check all boxes that apply and specify all role(s) for the above named individual:

☐ **Member of the governing body of the charter holder/sponsoring entity:**

IMPORTANT: In order to ensure that each annual submission of charter holder board member information submitted to the Texas Education Agency (TEA) matches the information currently registered with the Secretary of State (SOS) and to ensure that this information reflects the correct current composition of the charter holder board, please review the management information on file with the SOS. The instructions for this form referenced above contain detailed procedures for reviewing this information.

Position	Duties

☒ **Member of the governing body of the charter school:** (PLEASE NOTE: Not all charters have a secondary board. This is applicable only if the charter has a secondary board that reports to the governing body of the charter holder/sponsoring entity.)

Position	Duties
BOARD MEMBER	A. To oversee and assist with the implementation of policies that govern the overall educational program, the general safety and welfare of students. B. To assist with recruiting students to the school. C. To promote positive public relations.

☐ **School officer:** (PLEASE NOTE: An officer of an open-enrollment charter school includes the superintendent/CEO or other chief operating officer, assistant superintendent, principal, assistant principal, and the person charged with managing the finances of an open-enrollment charter school.)

Job Title: If principal or assistant principal, CDCN:

The specific powers and duties that the governing body of the charter holder or charter school has delegated to the individual, described by the powers and duties listed in the charter:

Texas Education Agency - Division of Charter School Administration

Open-Enrollment Charter Schools 2015 - 2016 Annual Governance Reporting Form

Amount of **annual compensation** (if any) to be received during the 2015 - 2016 school year from the charter holder, charter school, or contractor/management company doing business with the charter holder or charter school. If the charter holder operates multiple charters, include the **total** annual compensation to be received during the school year from **all** charters.

- | | |
|---|--------|
| 1. salary and bonus(es): | \$0.00 |
| 2. benefits or other compensation: | \$0.00 |
| 3. all compensation received for goods or services under contract, agreement, informal arrangement, or otherwise: | \$0.00 |
| 4. all payment of or reimbursement for personal expenses: | \$0.00 |
| 5. all credit extended to the individual by the charter holder or charter school: | \$0.00 |
| 6. the fair market value of all personal use of property paid for by the charter holder or charter school: | \$0.00 |
| 7. all compensation for goods or services provided to the charter holder through transactions unrelated to the charter school: | \$0.00 |
| 8. all other forms of compensation or remuneration received by the individual from the charter holder or charter school, either directly or indirectly, including any amount that has not previously been reported: | \$0.00 |

Is any relative within the third degree of **consanguinity** (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of **affinity** (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ No

Will any relative(s) within the third degree of consanguinity or affinity (see definitions above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ No

If you answered yes to either of the previous two questions, please give details.

Name of Relative	Relationship	Position Held	Hire Date	Amount
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Are you a Registered Voter?

☒ Yes ☐ No State where you are registered to vote. TX

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.001(5) Code of Criminal Procedures?

☐ Yes ☒ No

I am current in my training requirements as authorized in TEC §12.123 and outlined in 19 TAC §100.1102-100.1105.

☐ Yes ☒ No

If you selected no, please select a reason

I am a new official at an existing charter school. I have one calendar year from taking office to complete the training.

Texas Education Agency - Division of Charter School Administration

Open-Enrollment Charter Schools 2015 - 2016 Annual Governance Reporting Form

In accordance with the requirements of TEC §12.1211, an open-enrollment charter school shall list the names of the members of the governing body on the home page of the school's internet website. Provide the homepage address where the names of the members of the governing body are listed.

In accordance with the requirements of TEC §12.136, an open-enrollment charter school shall post the salary of the school's superintendent or CEO on the school's internet website. Provide the exact web address where the superintendent's salary is posted.

In accordance with Local Government Code §140.006, an open-enrollment charter school shall post continuously on the school's internet website the financials of the school. Provide the exact web address where the financial statements of the charter school are continuously posted.

Please note that electronic forms are to be submitted no later than Tuesday, December 1, 2015 - 2016. The link to instructions for submission may be found on page 1 of this form. In addition, be aware that the individual with superintendent authority must certify to the Texas Education Agency (TEA) and provide the following assurances:

- All governing board members and school officers submitting forms have signed and dated corresponding paper copies of their forms;
- Signed and dated forms are maintained in the state of Texas, onsite at the charter school or the charter district office, as required by 19 Texas Administrative Code §100.1203(a)(3), at all times;
- Signed and dated forms will be made available immediately to any TEA employee who, during a visit, requests to view them onsite, and/or signed forms will be sent to the TEA for review within three business days upon request by TEA staff;
- All current fingerprinting and criminal record checks are available for all employees, including contract employees and volunteers who indicated in writing their intention to serve, in compliance with Texas Education Code (TEC) §§12.1059, 22.0832-22.0835; and
- In compliance with TEC §12.120, no individual, including any board member, is serving in any capacity if he or she has been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC §37.007(a); or an offense listed in Article 62.001(5) Code of Criminal Procedures; unless the individual is eligible to be employed in a position in a school district under TEC §12.120 (a-1).

I understand that this form is public information.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Signature 

Dated and signed this 30 day of Nov, 2015

If you should have any questions, please contact the Division of Charter School Administration by phone at (512) 463-9575 or via email at CharterSchools@tea.texas.gov

Texas Education Agency - Division of Charter School Administration

Open-Enrollment Charter Schools 2015 - 2016 Annual Governance Reporting Form

Charter Holder: EXCELLENCE 2000, INC.-- Charter Name: CHILDREN FIRST ACADEMY CDN: 057811
-752735231 OF DALLAS

Instructions for this form are available at http://tea.texas.gov/Texas_Schools/Charter_Schools/Charter_Schools_-_Governance/

Legal Name:

Title: MRS. First Name: Fannie Initial: Last Name: Bradford

Any aliases, nicknames, or names formerly used by the individual, including maiden name:

E-Mail: vshaw32@aol.com

Work (daytime) phone #: 214-375-4609 Alternate (home/cell) phone #: 214-538-7261

Mailing Address: 315 E. Wheatland Rd., Dallas TX 75241

Primary Residence Address (if member of governing body) 4401 Vandervort, Dallas TX 75216

Submit only one form per person. Check all boxes that apply and specify all role(s) for the above named individual:

☒ **Member of the governing body of the charter holder/sponsoring entity:**

IMPORTANT: In order to ensure that each annual submission of charter holder board member information submitted to the Texas Education Agency (TEA) matches the information currently registered with the Secretary of State (SOS) and to ensure that this information reflects the correct current composition of the charter holder board, please review the management information on file with the SOS. The instructions for this form referenced above contain detailed procedures for reviewing this information.

Position	Duties
BOARD PRESIDENT	A. Oversee and assist with the implementation of policies that govern the overall educational program, the general safety and welfare of students. B. Assist with the recruitment of students to the school. C. Promote positive public relations.

☒ **Member of the governing body of the charter school: (PLEASE NOTE: Not all charters have a secondary board. This is applicable only if the charter has a secondary board that reports to the governing body of the charter holder/sponsoring entity.)**

Position	Duties
BOARD PRESIDENT	A. Oversee and assist with the implementation of policies that govern the overall educational program, the general safety and welfare of students. B. Assist with the recruitment of students to the school. C. Promote positive public relations.

☐ **School officer: (PLEASE NOTE: An officer of an open-enrollment charter school includes the superintendent/CEO or other chief operating officer, assistant superintendent, principal, assistant principal, and the person charged with managing the finances of an open-enrollment charter school.)**

Job Title:	If principal or assistant principal, CDCN:
The specific powers and duties that the governing body of the charter holder or charter school has delegated to the individual, described by the powers and duties listed in the charter:	

Texas Education Agency - Division of Charter School Administration

Open-Enrollment Charter Schools 2015 - 2016 Annual Governance Reporting Form

Amount of **annual compensation** (if any) to be received during the 2015 - 2016 school year from the charter holder, charter school, or contractor/management company doing business with the charter holder or charter school. If the charter holder operates multiple charters, include the **total** annual compensation to be received during the school year from **all** charters.

- | | |
|---|--------|
| 1. salary and bonus(es): | \$0.00 |
| 2. benefits or other compensation: | \$0.00 |
| 3. all compensation received for goods or services under contract, agreement, informal arrangement, or otherwise: | \$0.00 |
| 4. all payment of or reimbursement for personal expenses: | \$0.00 |
| 5. all credit extended to the individual by the charter holder or charter school: | \$0.00 |
| 6. the fair market value of all personal use of property paid for by the charter holder or charter school: | \$0.00 |
| 7. all compensation for goods or services provided to the charter holder through transactions unrelated to the charter school: | \$0.00 |
| 8. all other forms of compensation or remuneration received by the individual from the charter holder or charter school, either directly or indirectly, including any amount that has not previously been reported: | \$0.00 |

Is any relative within the third degree of **consanguinity** (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of **affinity** (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ No

Will any relative(s) within the third degree of consanguinity or affinity (see definitions above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ No

If you answered yes to either of the previous two questions, please give details.

Name of Relative	Relationship	Position Held	Hire Date	Amount
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Are you a Registered Voter?

☒ Yes ☐ No State where you are registered to vote. TX

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.001(5) Code of Criminal Procedures?

☐ Yes ☒ No

I am current in my training requirements as authorized in TEC §12.123 and outlined in 19 TAC §100.1102-100.1105.

☒ Yes ☐ No

If you selected no, please select a reason

Texas Education Agency - Division of Charter School Administration

Open-Enrollment Charter Schools 2015 - 2016 Annual Governance Reporting Form

In accordance with the requirements of TEC §12.1211, an open-enrollment charter school shall list the names of the members of the governing body on the home page of the school's internet website. Provide the homepage address where the names of the members of the governing body are listed.

In accordance with the requirements of TEC §12.136, an open-enrollment charter school shall post the salary of the school's superintendent or CEO on the school's internet website. Provide the exact web address where the superintendent's salary is posted.

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- Signed and dated forms are maintained in the state of Texas, onsite at the charter school or the charter district office, as required by 19 Texas Administrative Code §100.1203(a)(3), at all times;
- Signed and dated forms will be made available immediately to any TEA employee who, during a visit, requests to view them onsite, and/or signed forms will be sent to the TEA for review within three business days upon request by TEA staff;
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I understand that this form is public information.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Signature _____

Dated and signed this _____ day of _____, 20____

If you should have any questions, please contact the Division of Charter School Administration by phone at (512) 463-9575 or via email at CharterSchools@tea.texas.gov

Texas Education Agency - Division of Charter School Administration

Open-Enrollment Charter Schools 2015 - 2016 Annual Governance Reporting Form

Charter Holder: EXCELLENCE 2000, INC.-- Charter Name: CHILDREN FIRST ACADEMY CDN: 057811
-752735231 OF DALLAS

Instructions for this form are available at http://tea.texas.gov/Texas_Schools/Charter_Schools/Charter_Schools_-_Governance/

Legal Name:

Title: MR. First Name: BERNARD Initial: Last Name: SNOWDEN

Any aliases, nicknames, or names formerly used by the individual, including maiden name:

E-Mail: suitcoat4@aol.com

Work (daytime) phone #: 214-876-2987

Alternate (home/cell) phone #: 972-230-3869

Mailing Address: 315 E. Wheatland Rd., Dallas TX 75241

Primary Residence Address (if member of governing body) 904 Foxwood, DeSoto TX 75115

Submit only one form per person. Check all boxes that apply and specify all role(s) for the above named individual:

☒ **Member of the governing body of the charter holder/sponsoring entity:**

IMPORTANT: In order to ensure that each annual submission of charter holder board member information submitted to the Texas Education Agency (TEA) matches the information currently registered with the Secretary of State (SOS) and to ensure that this information reflects the correct current composition of the charter holder board, please review the management information on file with the SOS. The instructions for this form referenced above contain detailed procedures for reviewing this information.

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Job Title: If principal or assistant principal, CDCN:
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Texas Education Agency - Division of Charter School Administration
Open-Enrollment Charter Schools
2015 - 2016 Annual Governance Reporting Form

Amount of **annual compensation** (if any) to be received during the 2015 - 2016 school year from the charter holder, charter school, or contractor/management company doing business with the charter holder or charter school. If the charter holder operates multiple charters, include the **total** annual compensation to be received during the school year from **all** charters.

- | | |
|---|--------|
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☐ Yes ☒ No

Will any relative(s) within the third degree of consanguinity or affinity (see definitions above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes ☒ No

If you answered yes to either of the previous two questions, please give details.

Name of Relative	Relationship	Position Held	Hire Date	Amount
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Are you a Registered Voter?

☒ Yes ☐ No State where you are registered to vote. TX

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.001(5) Code of Criminal Procedures?

☐ Yes ☒ No

I am current in my training requirements as authorized in TEC §12.123 and outlined in 19 TAC §100.1102-100.1105.

☒ Yes ☐ No

If you selected no, please select a reason

Texas Education Agency - Division of Charter School Administration

Open-Enrollment Charter Schools 2015 - 2016 Annual Governance Reporting Form

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- Signed and dated forms will be made available immediately to any TEA employee who, during a visit, requests to view them onsite, and/or signed forms will be sent to the TEA for review within three business days upon request by TEA staff;
- All current fingerprinting and criminal record checks are available for all employees, including contract employees and volunteers who indicated in writing their intention to serve, in compliance with Texas Education Code (TEC) §§12.1059, 22.0832-22.0835; and
- In compliance with TEC §12.120, no individual, including any board member, is serving in any capacity if he or she has been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC §37.007(a); or an offense listed in Article 62.001(5) Code of Criminal Procedures; unless the individual is eligible to be employed in a position in a school district under TEC §12.120 (a-1).

I understand that this form is public information.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Signature Bernard Anderson

Dated and signed this 11-30 day of 2015, 2015

If you should have any questions, please contact the Division of Charter School Administration by phone at (512) 463-9575 or via email at CharterSchools@tea.texas.gov

Gail O' Neil

8117 Gallahad • Houston, TX, 77078 • 713-705-9325 • gailO'Neil999@gmail.com

EDUCATION

Associated of Applied Science, Accounting 1982
Houston Community College, Houston, Texas

Bachelor of Science in Mathematics 1979
Texas Southern University, Houston, TX

TEACHING EXPERIENCE

Kirby Middle School, Houston, TX

Math Teacher

August 1, 1980 – May 1990

- Performed all duties as the classroom mathematics teacher which included providing instruction to students, assisted in supervision of students, established and maintained relationships with parents. In addition, performed clerical tasks and all other duties as requested by the principal.

Smiley Middle School, Houston, TX

Math Teacher

August 1990 – May 1988

- Performed all duties as the classroom mathematics teacher which included providing instruction to students, assisted in supervision of students, established and maintained relationships with parents. In addition, performed clerical tasks and all other duties as requested by the principal.

PROFESSIONAL DEVELOPMENT

San Jacinto College South Campus – Houston, Texas October 1988
▪ Texas Teacher Certification

TECHNICAL SKILLS

Accounting
Documentation Management
Microsoft Office
Typing

Attachment #14

Excellence 2000 Network Schools will be submitting Board Information forms for Bernard Snowden. We were unable to receive the citizenship documents for Dr. Sherwin Allen, Mrs. Gail O'Neil and Mrs. Fannie Bradford in the amount of time given. As a result, these individuals will be removed from their positions temporarily. We have replaced these individuals with the following qualified candidates.

1. Mr. Toby McCraw
2. Mrs. Tawana Wilcoxon

Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve

2. Full name

Home Address

Business Name and Address

Phone Number

E-mail address

- ☐ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

☐ Yes ☒ No

☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

Because of my passion for business and education.

6. What is your understanding of the appropriate role of a public charter school board member?

To make sure that the business of the school flows smoothly and understood by all members and administrators.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I would be an effective board member because of my business background and my own children have been in a school setting.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

All children can learn.

2. What is your understanding of the school's proposed educational program?

The program is very sound so that children can be successful.

3. What do you believe to be the characteristics of a successful school?

Solid leadership, solid teachers, and lots of training for all departments.

4. How will you know that the school is succeeding (or not) in its mission?

State tests scores, feedback from the students and parents

Governance

1. Describe the role that the board will play in the school's operation.

listen to the Superintendent and make recommendations and/or ask questions.

2. How will you know if the school is successful at the end of the first year of operation?

Test Scores, Feedback from staff, students, and parents

3. How will you know at the end of four years of the school is successful?

Performance reports

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Making sure everyone goes to training and able to apply it.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

6. If your school intends to contract with a third-party ESP:

- Summarize your involvement in the selection process;
- Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees ☐ Yes

-
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons ☐ Yes

-
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business ☐ Yes

-
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons ☐ Yes

-
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest ☐ Yes

-
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I / we or my family do not anticipate conducting any such business ☐ Yes

-
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

-
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name:

Tawana C. Wilcox

Tawana C. Wilcox

Signature

Date

TAWANA C. WILCOXON

20335 Fernbush Drive

Houston, TX 77073

Cell: (832) 782-0031

Email: twilcoxt2@gmail.com

CAREER GOAL

A career opportunity teaching business courses in post secondary education.

PROFESSIONAL EXPERIENCE

Adjunct Business Office Technology Instructor: November 2015-Present

San Jacinto College South Campus, Houston, TX

- Compile, administer, and grade examinations, and assign work to students.
- Evaluate and grade students' class work, assignments, and papers.
- Plan, evaluate, and revise curricula, course content, and course materials and methods of instruction.
- Prepare course materials such as syllabi, homework assignments, and handouts.
- Maintain student attendance records, grades, and other required records.
- Prepare and deliver lectures to undergraduate students on topics such as Microsoft Office 2013 applications.

Substitute Teacher: March 2013-Present

Kelly Educational Staffing, Jacksonville, FL

- Maintains a record of student attendance.
- Implements existing lesson plans in a manner that ensures the integrity of academic time, and motivates students to learn and participate.
- Instructs students regarding a variety of classroom topic/courses of instruction, as determined by the lesson plan.
- Follows and maintains lesson plans as required by school policy.
- Assigns reasonable tasks and homework to students in accordance with the lesson plans.
- Addresses the various learning styles of student accordingly.

Quality Enhancement Director: July 2012-Present

Community Healthcare Alliance; Orange Park, FL

- Facilitates all quality staff training, strives to achieve accreditation status, develops measurements to pinpoint results, analyzes statistical performance, spearheads and implements action plans for improvement.
- Monitors the quality of the services that are delivered to patients and coordinates plans for improvements based on compiled recommendations on a weekly basis.
- Generates the facility budget to ensure that expenses match the budgetary goal.
- Collects monthly data and enters this information into reports. Reviews outcomes initially for accuracy before passing off to the owner for final reporting to the state of Florida.
- Assumes responsibility for creating structured task and checklists for staff.

- Investigates incident reports, complaints, person supported care issues, and other issues along with or requested by the owner.

Case Manager; September 2008- September 2011

Bethesda Lutheran Communities; Cypress, Texas

- Coordinated home and community services on behalf of 40 persons with mental and developmental disabilities in accordance with state, federal, and local regulations.
- Consulted with the families and/or guardians on plans of care for persons with mental and developmental disabilities.
- Implemented care plans and services that supported physical, emotional, and spiritual needs of persons with mental and developmental disabilities.
- Maintained and followed up on care plans and services implemented.
- Allocated professionals to be responsible for assessments and ensured quality services.
- Advocated the rights of persons with mental and developmental disabilities.

Supervisor/ Personal Care Assistant; October 2007-August 2008

Community Healthcare Alliance, Inc; Orange Park, Florida

- Instructed staff on how to access effective daily living skills and utilize healthcare services for persons with mental and developmental disabilities.
- Assisted with daily living skills and utilized healthcare services for persons with mental and developmental disabilities.
- Managed office and assisted owner with human resource issues.

Program Manager; March 2007-August 2008

A-1 Healthcare of Jacksonville, Inc; Jacksonville, Florida

- Completed appropriate administrative records for the organization to be submitted to the state of Florida.
- Coordinated and managed the needs and conditions of the group home with the owner according to state regulations.
- Managed office and assisted owner with human resource issues.

All Lines Claims Adjuster; September 2004-January 2006

U.S. Specialty Insurance Company; Houston, TX

- Coordinated and managed own work flow daily.
- Maintained new and existing claim files.
- Followed up on claims until resolved.

EDUCATION

PhD of Human Services/ Multidisciplinary

Capella University
Minneapolis, Minnesota
Expected July, 2017

Master of Business Administration

Wilcoxon, Tawana

University of Phoenix
Houston, Texas
June, 2010

Bachelor of Business/ Management
University of Phoenix
Jacksonville, Florida
April, 2008

Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Excellence 2000 Network Schools
2. Full name Bernard Snowden
Home Address 904 Foxwood Dr
Business Name and Address Desoto, TX 75115
Phone Number 214-876-2987
E-mail address suitcoat4@aol.com
☐ Resume and professional bio are attached here.
☒ Resume and professional bio are attached elsewhere in the application (specify). See Attachment # 14 (Board member Info.)
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
☐ Yes ☒ No
☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)
5. Why do you wish to serve on the board of the proposed charter school?
I've been an educator for over 38 years. I have a passion for working with children
6. What is your understanding of the appropriate role of a public charter school board member?

To serve and understand the need of students

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've been an educator for 38 years and board member

8. Describe the specific knowledge and experience that you would bring to the board.

My experience as an educator

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

If given a chance, all children can learn

2. What is your understanding of the school's proposed educational program?

It is second to none, its educational program provides student with a program like no other.

3. What do you believe to be the characteristics of a successful school?

Great staff and great parental involvement

4. How will you know that the school is succeeding (or not) in its mission?

State test scores

Governance

1. Describe the role that the board will play in the school's operation.

Making sure the educational needs of all students are met.

2. How will you know if the school is successful at the end of the first year of operation?

State test scores and morale of the staff

3. How will you know at the end of four years of the school is successful?

State test scores

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Always put our children first

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would approach the member about the incident if necessary and bring to the full Board for a disposition

6. If your school intends to contract with a third-party ESP:

- Summarize your involvement in the selection process;
- Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees ☐ Yes

-
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons ☐ Yes
-
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business ☐ Yes
-
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons ☐ Yes
-
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest ☐ Yes
-
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business ☐ Yes
-
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes
-
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☒ None ☐ Yes
-

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Bernard Snouder

Bernard Snouder 5-19-2016
Signature Date

Snowden

Resume

Mr. Bernard Snowden

Board Vice President

Bernard is dedicated member of the community having served as an educator and advisor/counselor in several districts and states. He has served on several committees throughout his career and continues to lend his time and talents to worthy causes centered around children and the future of education.

Mr. Snowden graduated from Washington High School, El Dorado at Arkansas. He furthered his formal education at Arkansas A&M, now University of Arkansas at Pine Bluff. Mr. Snowden is well traveled throughout the continental United States, Canada, Eastern Europe. He is a wealth of knowledge about the competitive edge and divide in education around the globe.

His incredible career is as follows:

Strong High School Arkansas, Science Teacher

Jacksonville High School, Arkansas Counselor,

Sylvan Hills High School, Arkansas

Area Supervisor, Title One. State Department of Education, Little

Rock Social Studies, South Oak Cliff High School, Dallas ISD,

Hillcrest High School, Department Chair, Social Studies. North

Dallas High School, Department Chair of Social Studies

Social Studies Administrator Dallas ISD

State Appointment, AARP Texas Advisory Board.

United Peace Federation (UPF) Southwest District

Resume

Mrs. Fannie Bradford

Board Chair

Mrs. Fannie Bradford a popular and respected member of community royalty in the State of Texas. She has served nationally and internationally with her husband, Bishop Bradford on missions and peace initiatives with leaders from around the world.

Mrs. Bradford was educated in Dallas Public Schools. She was an educator in Texas Public Schools for over forty (40) years. Her graduate studies at Denver University, Texas Christian University and Southern Methodist University propelled her lifeworks to even greater heights and extensive sessions in other state and national conventions and religions.

Mrs. Bradford was married to the late Bishop Bradford for 46 years, where her second love for humanity was serving as the Director of Mission Ministry, training and mentoring hundreds in leadership skills-- all related of mission and ministry. She has served with the L. K. Williams Institute, Bishop College, the North Texas Congress on strong family life and international harmony.

Mrs. Bradford is the former President of the Metropolitan Baptist Ministers' Wives Union, Member, Leadership Dallas, Senior Source volunteer, numerous leadership and guest speaking events in the southern states.

Mrs. Bradford is the mother of four children, seven grandchildren and one great grandchild.

Snowden

Resume

Mr. Bernard Snowden

Board Vice President

Bernard is dedicated member of the community having served as an educator and advisor/counselor in several districts and states. He has served on several committees throughout his career and continues to lend his time and talents to worthy causes centered around children and the future of education.

Mr. Snowden graduated from Washington High School, El Dorado at Arkansas. He furthered his formal education at Arkansas A&M, now University of Arkansas at Pine Bluff. Mr. Snowden is well traveled throughout the continental United States Canada Eastern Europe He is a wealth of knowledge about the competitive edge and divide in education around the globe.

His incredible career is as follows:

- Strong High School Arkansas, Science Teacher
- Jacksonville High School, Arkansas Counselor,
- Sylvan Hills High School, Arkansas
- Area Supervisor, Title One. State Department of Education, Little
- Rock Social Studies, South Oak Cliff High School, Dallas ISD ,
- Hillcrest High School, Department Chair, Social Studies. North
- Dallas High School, Department Chair of Social Studies
- Social Studies Administrator Dallas ISD
- State Appointment, AARP Texas Advisory Board
- United Peace Federation (UPF) Southwest District

Shannon R. Francis

5911 Kelly Mill Lane, Humble, TX. 77346

713-857-5059

franciss110@aol.com

Motto: "We're All In This Together"

Administrators Monitoring-Educators Teaching-Students Engaging-Community Involvement

*"...remarkably enthusiastic
and passionate about equitable
and excellent education
...promotes team building skills
and creates a climate that is
conducive for diverse learning
...excellent planning and
organizational skills with
excellent leadership styles and
effective communication
skills."*

Leadership Vision

My vision is to create an environment where all stakeholders can come together cohesively to bring students into the twenty-first century using a distinctive blend of educational knowledge merged with shared decision making, planning, monitoring and evaluating our system for greatness while utilizing a system-wide change by reducing categorical approaches to students linking spending to student performance.

Education

Doctoral of Organizational Leadership

Anticipated graduation date: May, 2017

Grand Canyon University; Phoenix, AZ. 2013

Masters of Educational Administration

Grand Canyon University; Phoenix, AZ. 2013

Bachelor of Science Criminal Justice

Sam Houston State University; Huntsville, TX. 1991

Leadership Experience

- Developed and facilitated professional development for training for new employees within the Business-Finance Department
- Aligned the school budget to meet the needs of all students.
- Calculated quarterly reporting to IRS and TWC (941's and TWC Reports)
- Developed and Implemented a Campus Improvement Plan, Campus Needs Assessment and Student-Parent Compact mandated by NCLB.
- Developed and implemented Business-Finance Policy Manual
- Developed and implemented the new EGAR under NCLB.
- Created General Ledgers.
- Monthly bank reconciliations, accounts payables and accounts receivables. Monthly payroll and general accounting practices
- Financial planning, research analysis and reporting.
- Co-chaired shared decision making, school values promotions, school wide field trips, parent-teacher conferences, and school wide assessment under the NCLB Policy.

Professional Development in Business-Finance/School Leadership

- Charter School Superintendent/Director Leadership Network
- TxEIS Leadership Network;
- TxEIS Business-Finance Training
- TxEIS Next Year Budget Processing
- TxEIS Personnel Budgeting/Next Year Payroll
- TxEIS Human Resources/Payroll Training
- TxEIS Business System: Fiscal Year End Procedures
- Uniform Grant Guidance from TEA; EDGAR Training
- Campus Tools for Title I, Part A: Meeting Requirements under NCLB
- Summer Summit 2015; TxEIS Registration and Attendance Training
- Completing the Consolidated NCLB Compliance Report on EGRANTS System
- How to Read A.Y.P. for school administrators
- Title I School Support Team; Refresh/Update skills as a Title I Administrator

Resume

Dr. Sherwin A. Allen, Sr.

Dr. Sherwin A. Allen, Sr.

Graduated from Washington High School, El Dorado, Arkansas
(at Sixteen (16) Years Old) with Honors

Dr. Sherwin A. Allen, Sr., started his career after college as a Band Director in Fordyce, Arkansas.

His distinguished career spans three decades

Band Director -Albert Sydney Johnston High School, Austin
Assistant Principal, Bay City, Texas
(While earning his Doctoral Degree from North Texas State University)
Assistant Principal, Thomas Jefferson High School, Dallas
Principal, T. L. Marsalis Elementary School, Dallas ISD
(Recognized by Phi Delta Kappa *as* one of the top three schools in America)
Principal, Maynard Jackson Vanguard School, A Texas Model School for
Academic Achievement
Assistant Superintendent-to-Acting Superintendent, Phoenix, ISD (Arizona)
Superintendent, Benton Harbor Area Schools, Michigan
Member of the Barbara Sizemore Program, DePaul University
State Board of Education Task Force (to close the achievement gap).

Dr. Sherwin A. Allen, Sr., now serves a CEO/Superintendent of Children First Academy
(Dallas and Houston Campuses)
School Motto: "Teachers Teaching...Student Learning... Parents Involved"

Staffing Chart

Elementary School Staffing Model and Rollout

Title	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	Capacity 2022
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Add'l School Leadership Position 1 [Counselor]	1	1	1	1	1	1
Add'l School Leadership Position 2 [Director]	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	16	20	20	20	20	20
Classroom Teachers (Specials)	3	5	5	5	5	5
Student Support Position 2 [Cafe]	4	4	4	4	4	4
Teacher Aides and Assistants	6	8	8	8	8	8
School Operations Support Staff/ Custodians	4	6	6	6	6	6
Total FTEs	37	47	47	47	47	47

High School Staffing Model and Rollout

Title	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023	Capacity 2024
Principal	1	1	1	1	1	1
Assistant Principal(s)	3	3	3	3	3	3
Dean(s)	1	1	1	1	1	1
Add'l School Leadership Position 1 [Attendance]	1	1	1	1	1	1
Add'l School Leadership Position 2 [Counselor]	3	3	3	3	3	3
Classroom Teachers (Core Subjects)	8	12	12	12	12	12
Classroom Teachers (Specials)	4	6	6	6	6	6
Teacher Aides and Assistants	6	8	8	8	8	8
School Operations Support Staff	8	10	10	10	10	10
Total FTEs	34	45	45	45	45	45

General

All professional employees shall be employed under officially approved, written contracts executed by officers of the Board of Trustees. A term contract is a contract of employment for a fixed term between the school and district and professional employees. A person employed under a term contract has no expectation of employment and no property interest in a contract beyond its term. "Profession employee" means a person whose assignment description in board policy requires the issuance of a contract, including a superintendent, director, administrative assistant, program director, supervisor, principal, assistant principal, counselor, classroom teacher, nurse, or librarian. The maximum length of a term contract is one year.

Contracts shall be considered for renewal based upon the needs of the school district and the performance of the employees. Periodic written evaluations of employee's performance shall be conducted and reviewed by the Superintendent of Schools or the Superintendent's designee prior to the Superintendent's annual submission of recommendation for renewal or nonrenewal. The completed evaluations will be discussed with the employee prior to the submissions of the Superintendent's recommendations.

An assignment involving an additional salary supplement is at the will of the school district and is subject to annual review. The Superintendent is the Board's designee to assign and to dismiss employee from supplemental duties and supplemental salaries.

Term contracts must be in writing and shall not exceed, one year.

Good Cause for Termination during the Year

Profession employees may be terminated from employment before the end of the contract period for good cause, as determined by the Board. Good cause includes, but not limited to, one or more of the following:

- Falsification of information on documents used for consideration of employment or reassignment;
- Failure to maintain certification or license necessary to serve in assigned position;
- Failure to comply with Board policy and/or administrative policy;
- Willful or repeated failure to comply with official directives;
- Insubordination, which is defined as a disobedience of express or implied directions of the Board or other person in authority, infraction of rules, or a generally disaffected attitude towards authority, or any other action importing willful or overt defiance of, or complete contempt for, authority or a conscious disregard thereof;
- Failure to remediate unsatisfactory performance of regular assigned duties;
- Repeated or gross neglect of duties;
- Inability or failure to perform the terms and conditions of the contract;
- Unexcused absence from regularly assigned duties;

- Participation in any activity, school-related or otherwise, that, because of the publicity given it or knowledge of it among students or staff, impairs or diminishes the person's effectiveness in the school system.
- Any Conviction for public intoxication, whether by alcohol, addictive drugs, hallucinogens, or otherwise;
- Sexual harassment of, sexual abuse of, or physical violence against students or other employee;
- Commission of an act which would constitute lewdness, indecency, or involving moral turpitude; and,
- Commission of an act, which would constitute any crime involving theft, robbery, embezzlement, misapplication of funds, fraud, or organized crime.
- The failure to meet accepted standards of conduct for the profession as generally recognized and applied in similarly situated school district's in the state; and

Definitions used in this policy are as follows:

- "Financial exigency" shall mean any event or occurrence that creates a need for the District to reduce financial expenditures for personnel including, but not limited to, a decline in the District's financial resources, a decline in enrollment, a cut in funding, a decline in tax revenues, or an unanticipated expense or capital need.
- "Reorganization" shall mean a change in positions due to a (a) A change, elimination or addition of a function within a department or school; or (b) A change in the role, willful or overt defiance of, or complete contempt for, authority or a conscious disregard thereof; responsibility, qualifications, or skill level of a significant number of employees within a department, school, or within a category of employees.
- "Program change" shall mean any elimination, curtailment, or reorganization of a curriculum offering, program, school operation, or department. The term shall include, but not be limited to, a change in curriculum objectives, a modification or reorganization of staffing patterns on a particular campus or District-wide, including a change in student: teacher ratios, a redirection of financial resources to meet the educational needs of the students, a lack of student response to particular course offerings, legislative revisions to programs, and a reorganization or consolidation of two or more individual schools, administrative areas, or departments.
- "Discharge" shall mean termination of a contract during the contract period.
- "Nonrenewal" shall mean the termination of a term contract at the end of the contract period.

Criminal History

The district conducts a criminal history search on all applicants that become employees of the district. In order to ensure that the District has qualified teachers, support staff, administrators, and volunteers, the "continued employment process: as well as the "school volunteer process" includes

a criminal history check of all prospective and current employees and volunteers. This administrative procedure outlines the District's expectations and guidelines regarding the criminal history checks for present and prospective District employees.

CONVICTION DEFINED

For the purpose of this policy, the word "conviction" shall mean a verdict by plea of guilty, or otherwise by plea of nolo contendere, upon judgment of a court (with a jury having been waived), without regard to subsequent disposition of the case or suspension of sentence, probation, deferred adjudication, or other disposition.

MORAL TURPITUDE DEFINED

Moral turpitude includes but is not limited to dishonestly; fraud; deceit; misrepresentation; deliberate violence; base, vile, or depraved acts are intended to arouse or gratify the sexual desire of the actor; drug-or alcohol-related offenses; or acts considered abuse the Texas Family Code.

Examples of offenses that involve moral turpitude include, but are not limited to:

- Arson
- Forgery
- Public lewdness
- Prostitution
- Theft (in excess of \$500.00 in value)
- Sexual offenses (various)
- Swindling
- Any crime involving assault or indecency with a child.

DEFERRED ADJUDICATION DEFINED

Deferred Adjudication is defined as the legal process of resolving a dispute. The formal giving or pronouncing a judgment or decree in a court proceeding; also the judgment or decision given.

NOLO CONTENDERE DEFINED

"I will not contest." Do not wish to contend a plea in a criminal prosecution that subjects the defendant to conviction but does not admit guilt or preclude denying the charges in another proceeding.

CURRENT DISTRICT EMPLOYEES

Annually on date of birth, and as required by State law, the Human Resources Department will obtain criminal history record information that relates to all person employed by Excellence 2000 Network School. The following guidelines are applicable to current employee criminal history checks:

- Excellence 2000 Network School will obtain information regarding crimes but will not use any information unless the information demonstrates the employee: (1) failed to disclose on employment application any conviction, probation or deferred adjudication not protected by

an order of non-disclosure; (2) committed a crime involving moral turpitude; or (3) committed violence toward a person or injury or indecency with a child, or conspiracy. The policy would apply whether the above offenses were committed before or after employment. They would still be grounds for immediate termination.

- An employee who did not disclose a prior criminal history when requested at the time of employment and whose records are not protected by an order of non-disclosure may be recommended for termination.
- An employee who did not have a criminal history at the time of employment application and was involved in an incident that resulted in criminal history after employment in Excellence 2000 Network Schools will be reviewed on a “case to case basis” and disciplinary action up to and including termination may result.
- District employees must notify the Superintendent and Human Resources Director in writing, within three calendar days, if they are arrested for, charged with, convicted or, granted deferred adjudication for or if they have entered a plea of nolo contendere to any felony or misdemeanor involving moral turpitude.

Failure to make such notification will constitute grounds for termination.

- A district employee placed on deferred adjudication may be recommended for termination based upon underlying facts that led to the deferred adjudication.
- The District may suspend or terminate any employee convicted of a felony or misdemeanor if the crime directly related to their fitness for duty, their job duties and responsibilities or adversely affects their job effectiveness or the mission of the school district.
- District employees under felony indictment may be reassigned, placed on administrative leave with or without pay, or recommended for suspension with or without pay pending adjudication of their cases.
- Excellence 2000 Network Schools will report to the State Board for Educator Certification and known criminal record of employees who hold certification and will complete the investigation of an educator who engaged in sexual misconduct with a student even if the educator resigns before the completion of the investigation.

VOLUNTEERS

Staff and student's safety is of vital importance to Excellence 2000 Network Schools and its Board of Trustees. The District will obtain criminal history records of any volunteers including mentors and tutors, who intend to volunteer with the District. A criminal history check must be completed prior to any person volunteering in the following:

- One-on-one tutoring/ practice session/ programs with individual students;
- Tutoring and/or mentoring programs for extended periods of time;
- Programs which create or develop one-on-one relationships or prolonged relationships with small groups of students; or
- Supervisory and/or chaperone activities involving groups of students for extended period of time. (ex: field trips)

Any person who has been convicted or received probation or deferred adjudication for any felony or misdemeanor involving moral turpitude will not be eligible to serve as a volunteer.

However, if a background check prevents approval, the applicant may meet with an appeals committee comprised of the principal, area superintendent, and the assistant superintendent of administration.

- Any individual who fails or refuses to grant authorization for the District to conduct a criminal history check will not be eligible for volunteering. All prospective volunteers, including previously approved volunteers, will complete and sign the Criminal History Background Check form for the present school year in order to become an eligible volunteer.
- No individual charged with a misdemeanor involving moral turpitude or a felony will be eligible for volunteering.
- Volunteers will notify the campus principal and HR in writing within three calendar days if they are arrested for, charged with, convicted of, and granted deferred adjudication for or if they have entered a plea of nolo contendere to any misdemeanor involving moral turpitude or felony. Volunteers will not be allowed to perform any volunteer duties until a written report has been made and the Assistant Superintendent of Administration has issued a written approval to continue with volunteering. Failure to make such notification will constitute grounds for termination of services.
- Volunteers under felony indictment will be removed from volunteering pending adjudication of their cases.

All newly hired teachers will undergo a Probationary Period. The time allotted for a Probationary Period will be thirty (30) days in length. The pay will be eight-five dollars (\$85) per day. At the end of the Probationary Period, Excellence 2000 Network Schools will offer the employee a formal contract with a salary agreement.

Areas that administration will take into consideration during Probationary Period are here expressed but not limited to the following:

- Absenteeism
- Professionalism
- Integrity
- Efficiency and effective teaching skills
- Time management
- Organizational Skills
- Maintain appropriate parent, student and employee relationships

School leaders and teachers will be developed and supported through staff development during various times during the year. During each staff development teachers will learn various teaching concepts and strategies. These teaching strategies and concepts will also be evaluated within a classroom setting while students are present to ensure teachers are confident in educating Excellence 2000 Network School's children.

Below is an example of Excellence 2000 Network Schools Teacher Performance Evaluation Tool:

Excellence 2000 Network Schools

TEACHER PERFORMANCE EVALUATION

TEACHER NAME: _____ SCHOOL: _____

GRADE OR SUBJECT: _____ SCHOOL YEAR: _____

DATE OR CONFERENCE: _____ YEARS OF EXPERIENCE: _____

RATING KEY:

<p>O (Outstanding)</p> <p>S (Satisfactory)</p> <p>I (Needs Improvement)</p>	<p>- Performance of duties that merits special commendation</p> <p>- Performance that produces the intended or expected effect. Satisfies the district standard for professional performance.</p> <p>- Below district standards and Specific improvement is needed.</p>
--	---

I. GENERAL PERFORMANCE

INSTRUCTIONAL SKILLS

	RATING		
	O	S	I
1. Sets appropriate objectives and communicate them to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Displays clarity in presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Varies materials, resources, activities, and assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses probing questions to check for student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Monitors pupil progress constantly and adjusts pace accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides assignments that are relevant and developmentally appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Fosters higher levels of thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provides opportunities for all students to experience success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Summarizes lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING ENVIRONMENT

RATING

	O	S	I
1. Maintains plans for instruction based upon district curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses class time efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses student ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Promotes maximum student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays behavior that focuses attention on learning tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains clear and appropriate standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintains attractive instructional spaces that reflect student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Displays a positive and enthusiastic attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERPERSONAL RELATIONS

1. Communicates and interacts positively with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides for the social and emotional growth of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is readily available to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Treats students fairly and objectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Works cooperatively with other staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reports student progress in an effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintains positive relationship with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROFESSIONAL RESPONSIBILITIES

1. Display mature and reasonable judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is supportive of school and district policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assumes additional responsibilities to contribute to the total school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Completes routine duties with dependability and promptness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist in the selection of instructional material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Strive for improvement through participation in professional growth activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Keeps abreast of trends in curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION

COMMENDATIONS:

RECOMMENDATIONS:

II. PROFESSIONAL GROWTH PLANS

Objectives for the Current School Year	Comments About Accomplishment
Objectives for the Following School Year	Assessment Techniques

III. RECOMMENDED ACTIONS:

Signature: _____ **Date:** _____

Principal

IV. TEACHER RESPONSE

I have received a copy of this evaluation and understand that if I do not agree with its contents, I have 10(ten) working days in which to attach a reply. The original reply should be submitted to the principal and a copy sent to the superintendent along with the signed summary evaluation form.

Signature: _____ **Date:** _____

REPLY: (If additional space is required, attached copy.)

V. SUPERINTENDENT'S APPROVAL

Signature: _____ **Date:** _____

The Board of Directors will continually have on-ongoing collaborations with school leaders by collecting data to ensure that all school leaders stay on track to achieve its vision by utilizing parent surveys, collecting student data, teacher suggestions, evaluations, and yearly assessments.

The systems by which the Board of Directors will collect information will be:

- Semester monitoring
- Yearly goal setting
- Yearly evaluations
- Utilizing research-based activities
- Continual Board Training

The standards the board of directors will use to evaluate information it collects will be to:

- Monitor whether the information of the organizational goals is achieved.
- Provide an opportunity to set new annual goals.
- Maintain a formal, documented, fair and pragmatic process for providing feedback to the superintendent about the gathered information.
- Provide direction for specific improvements in skills and performance.

The process that will be used to evaluate information and make decisions will be as follows:

- Identify the decision to be made
- Gather information
- Identify the alternatives
- Weigh the evidence
- Choose from alternatives
- Take action
- Review the decision

Excellence 2000 Network Schools
Principal/Assistant Principal Evaluation Form

Name:

Position:

Date:

School:

Year:

Areas to be evaluated.	Outstanding	Very Good	Satisfactory	Needs Improvement	Unacceptable	Not Applicable
Ensures that the focus is on student development and achievement in responsibility and contributions to school-wide growth						
Meets project deadlines in a timely and effective fashion.						
Facilitates collaborative decision-making to analyze data and instructional strategies to improve classroom instruction and increase student achievement.						
Degree of cooperation.						
The principal develops and nurtures an						

intentional minded, balanced, and academically rigorous, and positive, safe school climate.						
Definition of areas to be evaluated.	Outstanding	Very Good	Satisfactory	Needs Improvement	Unacceptable	Not Applicable
Emphasis on quality of work.						
Contributes in project development and shows initiative.						
The principal's leadership results in student progress consistent with the school's mission and school-wide goals.						
Works well in groups.						
Use of creative and critical thinking.						

The principal effectively communicates and collaborates, engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services aligned with the school's mission/vision.						
--	--	--	--	--	--	--

Assistant Principal's Signature

Principal's Signature

Superintendent's Signature

Below is a chart for a start-up plan including tasks, timelines, and responsible individuals:

<u>Tasks</u>	<u>Timeline (2017-18)</u>	<u>Person Responsible</u>
Ensure compliance with all federal, state, and local requirements.	April 1-May 31	Current Administrators
Secure Building and Prepare Facilities	June 1- August 31	Dr. Sherwin Allen
Complete Recruitment, Enrollment, and Orientation Activities	September 1-Ongoing	Current Administrators
Establish Financial Processes and Procedures	January 1-March 1	Current HR Personnel and Financial Director
Hire and Onboard Staff	March 1-April 31	Current HR Personnel
Finalize Operation and Academic Plans	May 1-June 31	Current Administrators
Hold First Day of Hold	August/September	Entire Staff

**EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY**

**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED AUGUST 31, 2012**

EXCELLENCE, 2000 INC., Dba
CHILDREN FIRST ACADEMY
(Federal Employer Identification Number 75-2735231)

057-811

CERTIFICATE OF BOARD
AUGUST 31, 2012

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Excellence 2000, Inc. DBA Children First Elementary Academy was reviewed and _____ approved _____ disapproved for the year ended August 31, 2012, at a meeting of the governing body of the said charter school on the _____ day of _____, 2013.

Signature of Board Secretary

Signature of Board President

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NWACHUKWU & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
8500 N STEMMONS FREEWAY, SUITE 5030J
DALLAS, TEXAS 75247
TEL: (214) 293-2196
FAX: (214) 905-4961
<http://www.emmittn@sbcglobal.net>

INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Excellence 2000, Inc. dba
Children First Academy
Dallas, Texas

We have audited the accompanying statement of financial position of Excellence 2000, Inc. dba Children First Academy (a nonprofit organization) as of August 31, 2012, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of Excellence 2000, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Excellence 2000, Inc. as of August 31, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated January 25, 2012, on our consideration of Excellence 2000, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to basic financial statements as a whole



Dallas, Texas
January 25, 2013

EXCELLENCE 2000, INC.
STATEMENT OF FINANCIAL POSITION
AUGUST 31, 2012

ASSETS

Assets:

Cash and cash equivalents	\$ 5,225,206
Grant receivables	59,934
Other receivables	100,000
Land	929,518
Buildings and improvements	5,540,266
Furniture and equipment	178,421
Vehicles	200,659
Accumulated depreciation	(1,006,538)
	\$ 11,227,466

LIABILITIES AND NET ASSETS

Liabilities:

Accounts payable	\$ 3,840
Other liabilities	0
Payroll taxes payable	87,477
Total liabilities	91,317

Net Assets:

Unrestricted	6,806,423
Temporarily restricted	4,329,726
	11,136,149
Total net assets	\$ 11,227,466

Total liabilities and net assets

See accompanying notes to financial statements

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5742 Earnings from Temp Deposits	\$ 7,712	\$	7,712
5749 Other Revenues from Local Sources	6,513		6,513
5751 Food Service Activity	2,736		2,736
Total Local Support	16,960		16,960
State Program Revenues			
5812 Foundation School Program Act Revenues		6,846,265	6,846,265
5829 State Program Revenues Distributed by Texas Education Agency Total State Program Revenues		1,891 6,848,156	1,891 6,848,156
Federal Program Revenues:			
5921 School Breakfast Program		139,574	139,574
5922 National School Lunch Program		328,730	328,730
5929 Federal Revenues Distributed by Texas Education Agency		389,886	389,886
Total Federal Program Revenues		858,190	858,190
Net Assets Released from Restrictions:	6,889,538		
Restrictions Satisfied by Payments	6,906,498	(6,889,538)	
Total Revenues		816,808	7,723,306
EXPENSES	2,589,335		2,589,335
11 Instruction			
13 Curriculum Development and Instructional Staff Development	43,260		43,260
23 School Leadership	216,821		216,821
34 Student (Pupil) Transportation	749,796		749,796
35 Food Service	542,495		542,495
36 Cocurricular/Extracurricular Activities	18,907		18,907
41 General Administration	1,411,611		1,411,611
51 Plant Maintenance and Operations	1,275,078		1,275,078
52 Security and Monitoring Services	30,013		30,013
53 Data Processing Services	29,182		29,182
Total Expenses	6,906,498		6,906,498
Change in Net Assets			816,808
Net Assets, Beginning of Year	6,890,699	3,512,918	10,403,617
Net Assets, End of Year	\$ 6,806,423	\$ 4,329,726	\$ 11,220,425

See accompanying notes to financial statements

EXCELLENCE 2000, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED AUGUST 31, 2012

Cash Flows From Operating Activities	
Change in net assets	\$ 816,808
Adjustments to reconcile change in net assets to net	
Cash provided (used) by operating activities	
Depreciation	226,051
(Increase) decrease in Grant Receivables	0
Increase (decrease) in Accounts Payable	(110,169)
Increase (decrease) in Other Liabilities	(48,513)
Increase (decrease) in Payroll Taxes Payable	47,097
Total Adjustments	114,466
Net Cash Provided (Used) by Operating Activities	931,274
 NET INCREASE (DECREASE) IN CASH	 931,274
CASH AT BEGINNING OF YEAR	4,415,763
CASH AT END OF YEAR	\$ 5,347,037

See accompanying notes to financial statements.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

A. Organization:

The corporation is a not-for-profit organization incorporated in the State of Texas in February 1998 and exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code. A Board of Directors comprised of seven members governs the corporation. The Board of Directors is selected pursuant to the bylaws of the corporation and has the authority to make decisions, appoint the chief executive officer of the corporation, and significantly influence operations. The Board of Directors has primary accountability for the fiscal affairs of the corporation.

In February 1998, the State Board of Education of the State of Texas granted the corporation an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable contract for Charter, Children First Academy of Dallas was opened in November 1998. Subsequent to the awarding of the charter for Children First Academy of Dallas, the corporation applied for and received a second charter in January 1999. Pursuant to the program described in the charter application by the State Board of Education and the terms of the applicable Contract for Charter, Children First Academy of Houston was opened in January 1999. Children First Academy of Dallas and Children First Academy of Houston were organized to provide educational services to students in grades Pre-K-7 and the corporation's board of directors governs their programs, services, activities and functions. The two schools are now combined and operate collectively as The Children First Academy of Dallas.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

Excellence 2000, Inc. reports its financial information based on the *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 205 Presentation of Financial Statements*. Under FASB ASC 958-205, an organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the Organization.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

B. Summary of Significant Accounting Policies: (Continued)

CONTRIBUTIONS

In accordance with *Financial Accounting Standards Board Accounting Standards Codification 958 Not-for-Profit Entities- 605 Revenue Recognition*, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT

Property and equipment purchased by Excellence 2000, Inc. dba Children First Academy are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All purchases and donations in excess of \$5,000 are capitalized. Depreciation is provided on the straight-line method based upon estimated useful lives of five years for equipment, seven years for furniture, fifteen years for building and land improvements, and thirty years for buildings. Gains or losses on retired or sold property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give a contribution to Excellence 2000, Inc. dba Children First Academy that is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the Organization's multiple function expenditures.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

B. Summary of Significant Accounting Policies: (Continued)

INCOME TAXES

Excellence 2000, Inc. dba Children First Academy of Dallas qualifies as a tax-exempt organization under section 501(c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

Excellence 2000, Inc. dba Children First Academy of Dallas & Children First Academy of Houston considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in demand accounts at various banking institutions. These accounts are insured by the Federal Deposit Insurance Corporation up to \$250,000. Bank accounts, at times, exceeded federally insured limits. Excellence 2000, Inc. dba Children First Academy of Dallas has not experienced any losses on such accounts.

INVESTMENTS

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values on the statement of financial position. Unrealized gains and losses are included in the change in net assets.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires Excellence 2000, Inc. dba Children First Academy of Dallas management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

C. Pension Plan:

The charter school contributes to the Teacher Retirement System of Texas (TRS), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 years, the period would be increased by such action. State law provides for a member contribution rate of 6.4% for fiscal year 2009, 2008 and 2007, and a state contribution rate of 6.58% for fiscal years 2009 and 2008 and 6.0% for fiscal year 2007. The charter school's employee's contributions to the system for the year ending August 31, 2012 were \$223,218 equal to the required contributions for the year. Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum for the year ending August 31, 2012 was \$-0-.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

E. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2012, are available for the following periods:

Periods after August 31, 2012	
Texas Education Agency-State	\$ 4,329,726
Total temporarily restricted fund	\$ 4,329,726

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

Texas Education Agency-Federal	\$ 858,190
Texas Education Agency-State	6,031,348
Total restrictions released	\$ 6,889,538

F. Operating Lease Commitment:

Excellence 2000, Inc. dba Children First Academy of Dallas is currently leasing four copy machines and two storage spaces.

Excellence 2000, Inc. dba Children First Academy minimum annual lease commitment is as follows:

Twelve months ending August 31,	Amount
2013	\$ 30,776
2014	30,776
2015	30,776
2017	30,776
2018	30,776
Total	\$ 153,880

Operating lease expense amounted to \$78,807 for the twelve months ended August 31, 2012.

G. HealthCare Coverage:

During the year ended August 31, 2012, employees of the Corporation were covered by a Health Insurance Plan (the Plan). The Corporation contributed \$225 per month per employee to the Plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to licensed insurers.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2012

H. Commitments and Contingencies:

The charter school receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency, and it is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements. Should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. The school is economically dependent on these charter school funds.

I. Legal Outcomes

In June 2011, a judgment was entered into the public record against Excellence 2000, Inc. dba Children First Academy of Dallas in an eminent domain proceeding initiated in November 2008 by the office of the Dallas City Attorney. The City of Dallas condemned and acquired property belonging to Excellence 2000, Inc. and located in block 6870 of Bonnie View Road. Excellence 2000, Inc. is entitled to recover \$100,000 for the property. As of the date of this audit report, the full amount remains unclaimed and within the Registry of the Dallas County Court.

J. Charter Reorganization

By resolution of the Board of Directors dated January 12, 2011, Excellence 2000, Inc. dba Children First Academy of Houston has formally surrendered its TEA charter number 101-823 and merged with Excellence 2000, Inc. dba Children First Academy of Dallas. The merged organization will operate as one school with two campuses under charter number 057-811. The charter commenced operations as reorganized September 1, 2011.

K. Evaluation of Subsequent Events:

Excellence 2000, Inc. has evaluated subsequent events through January 25, 2013, the date which the financial statements were available to be issued.

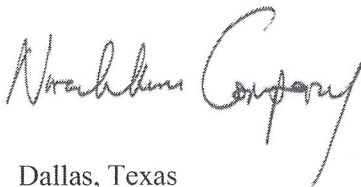
NWACHUKWU & COMPANY

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INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Excellence 2000, Inc. dba
Children First Academy
Dallas, Texas

We have audited the financial statements of Excellence 2000, Inc. dba Children First Academy as of and for the year ended August 31, 2012, and have issued our report thereon dated January 25, 2013, which contained an unqualified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The Financial Statements and Schedules for Individual Charter School are presented for the purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated all material respects in relation to the financial statements as a whole.



Dallas, Texas
January 25, 2013

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

SCHEDULE OF EXPENSES

FOR THE YEAR ENDED AUGUST 31, 2012

Expenses

6100 Payroll Costs	\$ 4,752,361
6200 Professional and Contracted Services	754,190
6300 Supplies and Materials	779,744
6400 Other Operating Costs	620,203
 Total Expenses	 \$ 6,906,498

See accompanying notes to financial statements.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

SCHEDULE OF CAPITAL ASSETS

FOR THE YEAR ENDED AUGUST 31, 2012

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 5,225,206	
1510 Land		929,518	
1520 Buildings and Improvements		5,540,266	
1531 Vehicles		200,659	
1539 Furniture and Equipment		178,421	
Total Property and Equipment	\$	\$ 12,074,010	

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED AUGUST 31, 2012

	Budgeted	Amounts		Variance from
	Original	Final	Actual Amounts	Final Budget
OPERATING REVENUES				
Local Support:				
5742 Earnings from Temp Deposits	\$ 0	7,712	7,712	0
5749 Other Revenues from Local Sources	0	6,513	6,513	0
5751 Food Service Activity	0	2,736	2,736	0
Total Local Support	\$ 0	\$ 16,961	\$ 16,961	\$ 0
State Program Revenues:				
5812 Foundation School Program Act Revenue	5,800,000	6,846,265	6,846,265	0
5829 State Program Revenues Distributed by				0
Texas Education Agency	0	1,891	1,891	0
Total State Program Revenues	5,800,000	6,848,156	6,848,156	
Federal Program Revenues:	0	139,574	139,574	0
5921 School Breakfast Program	0	328,730	328,730	0
5922 National School Lunch Program				
5929 Federal Revenues Distributed by				
Texas Education Agency	400,000	389,886	389,886	0
Total Federal Program Revenues	400,000	858,190	858,190	0
Total Operating Revenues	6,200,000	7,723,306	7,723,306	0
OPERATING EXPENSES				
11 Instruction	2,290,000	2,589,335	2,589,335	0
13 Curriculum Development and Instructional				
Staff Development	50,000	43,260	43,260	0
23 School Leadership	160,000	216,821	216,821	0
31 Guidance, Counseling, and Evaluation	0	0	0	0
34 Student (Pupil) Transportation	602,000	749,796	749,796	0
35 Food Service	500,000	542,495	542,495	0
36 Cocurricular/Extracurricular Activities	0	18,104	18,104	0
41 General Administration	1,000,000	1,411,611	1,411,611	0
51 Plant Maintenance and Operations	500,000	1,275,078	1,275,078	0
52 Security and Monitoring Services	45,000	30,013	30,013	0
53 Data Processing Services	0	29,182	29,182	0
Total Operating Expenses	5,147,000	6,906,498	6,906,498	0
Change in Net Assets from Operations				
Net Operating Assets, Beginning of Year	1,053,000	816,808	816,808	0
Net Operating Assets, End of Year	10,111,915	10,403,617	10,403,617	
	11,164,915	\$ 11,220,425	11,220,425	
See accompanying notes to financial statements.				0

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To The Board of Directors of
Excellence 2000, Inc. dba
Children First Academy
Dallas, Texas

We have audited the financial statements of Excellence 2000, Inc. dba Children First Elementary Academy as of and for the year ended August 31, 2012, and have issued our report thereon dated January 25, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Excellence 2000, Inc. dba Children First Elementary Academy internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Excellence 2000, Inc. dba Children First Elementary Academy internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. We did not identify deficiencies in internal control over financial reporting that we consider to be material weaknesses.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

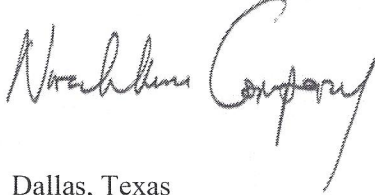
Compliance and Other Matters

As part of obtaining reasonable assurance about whether Excellence 2000, Inc. dba Children First Elementary Academy financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which

could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such opinion. The results of our tests disclosed no instance of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Excellence 2000, Inc. dba Children First Elementary Academy response to the findings identified in prior year audit is described in the accompanying schedule of prior year findings. We did not audit Excellence 2000, Inc. dba Children First Elementary Academy response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in dark ink, appearing to read "Nathan Company". The signature is written in a cursive, flowing style with a large initial 'N' and a long, sweeping underline.

Dallas, Texas
January 25, 2013

NWACHUKWU & COMPANY

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To The Board of Directors of
Excellence 2000, Inc. dba
Children First Academy
Dallas, Texas

Compliance

We have audited Excellence 2000, Inc. dba Children First Elementary Academy compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Excellence 2000, Inc. dba Children First Elementary Academy's major federal programs for the year ended August 31, 2012. Excellence 2000, Inc. dba Children First Elementary Academy major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Excellence 2000, Inc. dba Children First Elementary Academy management. Our responsibility is to express an opinion on Excellence 2000, Inc. dba Children First Elementary Academy compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Excellence 2000, Inc. dba Children First Elementary Academy of compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Excellence 2000, Inc. dba Children First Elementary Academy compliance with those requirements.

In our opinion, Excellence 2000, Inc. dba Children First Elementary Academy complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2012.

Internal Control Over Compliance

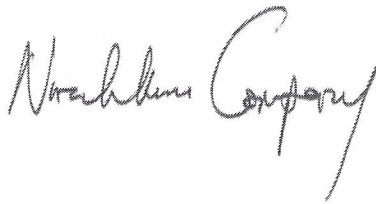
Management of Excellence 2000, Inc. dba Children First Elementary Academy is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Excellence 2000, Inc. dba Children First Elementary Academy internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an

opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Excellence 2000, Inc. dba Children First Elementary Academy internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in dark ink, appearing to read "Noah K. Company". The signature is fluid and cursive, with the last name "Company" being more prominent.

Dallas, Texas
January 25, 2013

EXCELLENCE 2000, INC.dba
CHILDREN FIRST CADEMY

SCHEDULE OF FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2012

Summary of Audit Results

1. Unqualified opinion issued on the financial statements.
2. No significant deficiency which is material weakness on internal control over financial statements.
3. No instance of noncompliance, which is material to the financial statements.
4. No significant deficiencies or material weaknesses on internal control over major federal award programs.
5. Unqualified opinion issued on compliance with major federal award programs.
6. The audit did not disclose any audit findings which are required to be reported under section .510 (a) of OMB A-133.
7. Major programs:

U.S. Department of Education
Passed - Through Texas Education Agency

Title I Part A*	CFDA Number 84.010A
Title II Part A Teacher & Principle*	CFDA Number 84.367A

Title XIV, State Fiscal Stabilization Fund	CFDA Number 84.394A
--	---------------------

U.S. Department of Agriculture
Passed - Through Texas Education Agency

School Breakfast Program*	CFDA Number 10.553
School Lunch Program*	CFDA Number 10.555

8. A \$ 300,000 threshold was used to distinguish between Type A and Type B programs as described in section .520 (b) of OMB A-133.
9. Excellence 2000, Inc. dba Children First Academy does not qualify as a low-risk auditee.

* Denotes cluster

EXCELLENCE 2000, INC.dba
CHILDREN FIRSTACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS

FOR THE YEAR ENDED AUGUST 31, 2012

I. Recording of Bank Accounts

Condition:

During our audit, the agency's two operating bank accounts were not properly maintained and a new checking account was not reflected on the balance sheet. Bank reconciliations were not performed in timely fashion and several account transactions were not recorded to the general ledger. Adjustments totaling over 1 million dollars had to be recorded in order to properly reflect account balances and capture all bank activity.

Criteria:

The agency should record all bank activities and properly reconcile all accounts in compliance with GAAP and TEA's FASRG.

Effect:

A lack of accountability regarding cash transactions could result in improper cash management and misleading financial statements.

Recommendation:

The agency was recommended to implement procedures and controls to ensure timely recording of bank activities. Such measures include timely recording of cash transactions as they occur and proper reconciling of bank accounts at month-end.

Status:

Last fiscal year, the Children First Academy began procedures to ensure the timely recording of bank activities on a monthly basis. This procedure was completed with more training from Region IV ESC and the assistance of a certified public accountant, James Talley.

II. Recording of Financial Data and Maintaining of General Ledger

Condition:

During the audit, key financial entries had to be recorded to the agency's general ledger to correct account balances. Liability payments were incorrectly expensed. Reconciling differences within bank accounts had to be investigated and resolved. Several instances of expense account miscoding were also observed.

Criteria:

The agency's accounting entries should be recorded in the manner required by GAAP and TEA's FASRG.

EXCELLENCE 2000, INC.dba
CHILDREN FIRST ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS
FOR THE YEAR ENDED AUGUST 31, 2012

II. Recording of Financial Data and Maintaining of General Ledger (Continued)

Effect:

The omission of key financial entries from the general ledger and repeated use of improper account coding resulted in an inaccurate general ledger and misstated financial statements that materially misrepresent the agency's financial position, results of operations and cash flows.

Recommendation:

The agency was recommended to implement procedures and controls to provide for timely recording of financial transactions, month-end entries and year-end closing entries. In addition, the general ledger should be maintained and reviewed monthly. The agency should consider hiring an accountant with charter school experience on a full time basis to design and implement those procedures and controls that will result in more reliable accounting information. Alternatively, the agency may want to consider hiring an outside consultant to oversee the daily accounting functions. These recommendations have been discussed with the agency's management.

Status:

In addition to more training and support from Region IV ESC., the agency hired James Talley (CPA) to oversee the implementation of this change and accordingly, all changes have being completed.

III. Lack of Supporting Documentation

Condition:

During the testing of internal controls over cash disbursements, the auditor noted the agency was unable to provide support for several transactions totaling \$32,842. Therefore, the auditor question this cost.

Criteria:

All expenditures should be supported by proper documentation and authorization.

Effect:

Payment of expenditures without proper documentation could potentially be disallowed by state and federal funding sources and result in sanctions by TEA.

Recommendation:

We recommend the agency not authorize disbursements unless supported by proper documentation and authorizations from management.

Status:

The School implemented a standard procedure that allows disbursements to only be allowed with proper documentation and or authorization from management. Dr. Claudis Allen, Assistant Superintendent, with professional support of James Talley (CPA) completed the implementation of this change.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS
FOR THE YEAR ENDED AUGUST 31, 2012

IV. Month and Year-end Procedures_

Condition:

During the audit, the auditor noted the agency does not have accounting procedures in place to ensure proper month-end and year-end closing of the general ledger. The agency failed to properly record prior year audit adjusting entries, reverse prior year accruals, and accrue current year-end liabilities and receivables.

Criteria:

Accounting procedures should be in place detailing appropriate month-'end and year'-end accounting procedures in accordance with TEA guidelines.

Effect:

A lack of documented period-end procedures results in improper allocation of revenues and expenses between accounting periods, and the misstatement of periodic financials.

Recommendation:

We recommend the agency adopt policies detailing appropriate accounting procedures for monthly and year end close.

Status:

Policies and procedures were adopted and implemented through additional training with Region IV Educational Service Center. Dr. Claudis Allen, Assistant Superintendent, and James Talley (CPA) oversaw the implementation of this change.

EXCELLENCE 2000, INC. dba
CHILDREN FIRST ACADEMY

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2012

Federal Grantor/ Pass - Through Grantor/ Program Title	Federal CFDA Number	Pass - Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education_			
Passed - Through Texas Education Agency:			
Title I, Part A-Improving Basic Programs	84.010A	12610101057811	\$ 264,593
Idea Part B - Preschool	84.173A	126610010578116610	8,564
Title II, Part A-Teacher & Principal Training & Recruiting	84.367A	12694501057811	52,518
Title I, Part A-Improving Basic Programs - ARRA	84.389A	10551001057811	3,934
Title XIV, State Fiscal Stabilization Fund - ARRA	84.394A	11557001057811	60,277
Education Jobs Fund	84.391A	11550101057811	1,752
Total U.S. Department of Education			\$ 391,638
U.S. Department of Agriculture_			
Passed - Through Texas Education Agency			
Federal Food Service Reimbursement	10.553	714012	122,641
Breakfast	10.553	714011	26,446
Breakfast	10.555	713012	286,816
Lunch	10.555	713011	65,668
Total U.S. Department of Agriculture			\$ 501,571
Total Expenditures of Federal Awards			\$ 893,209

EXCELLENCE 2000, INC. dba
CHILDREN FIRST CADEMY

NOTES TO SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2012

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The accompanying schedule of federal awards (the Schedule) includes federal grant activity of Excellence 2000, Inc. under programs of the federal government for the year ended August 31, 2012. The information in this Schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the Schedule presents only a selected portion of the operation of Excellence 2000, Inc., it is not intended to and does not present the financial position, changes in net assets or cash flows of Excellence 2000, Inc.

Excellence 2000 Network Schools

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Charlene McGarter
Contact Email:	Excellence2000inc@gmail.com
Contact Phone:	713-545-1388
Year One:	2017-18
School Days:	180

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SEVEN tabs in GREEN.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in its first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Enrollment Tab

- Enrollment Section: Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section: Enter in cells D29 - M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
***PLEASE NOTE** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.*
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 - R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1, 2 or 3.
Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of \$100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in \$100. If enrollment is 100 students then the total for that line will be \$10,000 in Year 1.
Option 2; Will generate a total based on a per staff basis. For example, if an estimation of \$1,000 per staff FTE is desired, select option 2 in column E for that particular line and in column F (shaded blue) enter in \$1,000. If the school's FTE count is 20 then the total for that line will be \$20,000 in Year 1.
Option 3; Will generate a total based on the school. For example, if the desired amount for that line is \$25,000 for the year, select option 2 in column E for that particular line and in column F (shaded orange) enter in \$25,000.
- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
*** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.*

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Cash Flow Tab

- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during YEAR 1 in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

Excellence 2000 Network Schools

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Kindergarten	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
1st Grade	50.00	50.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
2nd Grade	50.00	50.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
3rd Grade	50.00	50.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
4th Grade	50.00	50.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
5th Grade	50.00	50.00	50.00	50.00	75.00	75.00	75.00	75.00	75.00	75.00
6th Grade	50.00	50.00	50.00	50.00	75.00	75.00	75.00	75.00	75.00	75.00
7th Grade	50.00	50.00	50.00	50.00	75.00	75.00	75.00	75.00	75.00	75.00
8th Grade	-	50.00	50.00	50.00	50.00	50.00	50.00	75.00	75.00	75.00
9th Grade	-	50.00	50.00	50.00	25.00	50.00	50.00	50.00	75.00	75.00
10th Grade	-	-	100.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00
11th Grade	-	-	100.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00
12th Grade	-	-	100.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00

Total Elementary Enrollment	325.00	325.00	425.00	425.00	450.00	450.00	450.00	450.00	450.00	450.00
Total Middle School Enrollment	100.00	150.00	150.00	150.00	200.00	200.00	200.00	225.00	225.00	225.00
Total High School Enrollment	-	50.00	350.00	650.00	625.00	650.00	650.00	650.00	675.00	675.00
Total Enrollment	425.00	525.00	925.00	1,225.00	1,275.00	1,300.00	1,300.00	1,325.00	1,350.00	1,350.00
Change in Net Enrollment from Prior Year	425.00	100.00	400.00	300.00	50.00	25.00	-	25.00	25.00	-

STUDENT POPULATION

Average Daily Membership %	180%	180%	180%	180%	180%	180%	180%	180%	180%	180%
Average Daily Membership (ADM)	765.00	945.00	1665.00	2205.00	2295.00	2340.00	2340.00	2385.00	2430.00	2430.00
Average Daily Attendance %	90%	90%	90%	90%	90%	90%	93%	93%	93%	93%
Average Daily Attendance (ADA)	382.50	472.50	832.50	1102.50	1147.50	1170.00	1209.00	1232.25	1255.50	1255.50
Special Education Students %	70%	75%	80%	85%	85%	90%	90%	95%	95%	98%
Special Education Student Count (SPED)	297.50	393.75	740.00	1041.25	1083.75	1170.00	1170.00	1258.75	1282.50	1323.00
English Language Learner %	80%	80%	80%	80%	80%	85%	85%	85%	85%	85%
English Language Learner Count (ELL)	340.00	420.00	740.00	980.00	1020.00	1105.00	1105.00	1126.25	1147.50	1147.50
% Student Qualifying for Free Lunch	40%	45%	45%	48%	48%	48%	48%	48%	48%	48%
Student Count Qualifying for Free Lunch	170.00	236.25	416.25	588.00	612.00	624.00	624.00	636.00	648.00	648.00
% Student Qualifying for Reduced Lunch	40%	45%	45%	48%	48%	48%	48%	48%	48%	48%
Student Count Qualifying for Reduced Lunch	170.00	236.25	416.25	588.00	612.00	624.00	624.00	636.00	648.00	648.00
Free and Reduced Lunch Student %	80%	90%	90%	96%	96%	96%	96%	96%	96%	96%
Student Count Qualifying for Free or Reduced Lunch	340.00	472.50	832.50	1176.00	1224.00	1248.00	1248.00	1272.00	1296.00	1296.00
Alternative Education	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
Alternative Education Count	106.25	131.25	231.25	306.25	318.75	325.00	325.00	331.25	337.50	337.50
Gifted Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Gifted Education Count	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Career and Technical Education	25%	30%	30%	30%	30%	30%	30%	30%	30%	30%
Career and Technical Education Count	106.25	157.50	277.50	367.50	382.50	390.00	390.00	397.50	405.00	405.00
Student Transportation	85%	90%	95%	95%	95%	95%	95%	95%	95%	95%
Student Transportation Count	361.25	472.50	878.75	1163.75	1211.25	1235.00	1235.00	1258.75	1282.50	1282.50

Excellence 2000 Network Schools

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Excellence 2000 Network Schools

REVENUE AND EXPENSE ASSUMPTIONS

1

PER STUDENT

2

PER STAFF

3

PER SCHOOL

REVENUE

STATE REVENUES

Mississippi Adequate Education Program (MAEP)

Base Student Allocation

Special Education

Alternative Education

Gifted Education

Career and Technical Education

Student Transportation

Custom State Funding #1

Custom State Funding #2

Custom State Funding #3

TOTAL STATE REVENUES

FEDERAL REVENUES

Free Breakfast Reimbursement

Reduced Breakfast Reimbursement

Paid Breakfast Reimbursement

Free Lunch Reimbursement

Reduced Lunch Reimbursement

Paid Lunch Reimbursement

Snack Reimbursement

Title I

Title II

Title III

IDEA Funding

CSP

Custom Federal Funding #1

Custom Federal Funding #2

Custom Federal Funding #3

TOTAL FEDERAL REVENUES

LOCAL & OTHER REVENUES

Contributions and Donations

Fundraising (Rev.)

Estate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Tee Book

Custom Local & Other Funding #1

Custom Local & Other Funding #2

Custom Local & Other Funding #3

TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management

Instructional Management

Deans, Directors & Coordinators

CIO / Director of Finance

Operation / Business Manager

Administrative Staff

Other - Administrative

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

Teachers - SPED

Substitute Teachers

Teaching Assistants

Specialty Teachers

Aides

Therapists & Counselors

Other - Instructional

TOTAL INSTRUCTIONAL PERSONNEL COSTS

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse

Librarian

Custodian

Security

Other - Non-Instructional

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

TOTAL PERSONNEL EXPENSES

PAYROLL TAXES AND BENEFITS

Social Security

Medicare

State Unemployment

Worker's Compensation Insurance

Custom Other Tax #1

Custom Other Tax #2

Health Insurance

Dental Insurance

Vision Insurance

Life Insurance

Retirement Contribution

Custom Fringe #1

Custom Fringe #2

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

Accounting / Audit

Legal

Management Company Fee

Nurse Services

Food Service / School Lunch

Payroll Services

Special Ed Services

Tidement Services (i.e. Title I)

Custom Contracted Services #1

Custom Contracted Services #2

Custom Contracted Services #3

TOTAL CONTRACTED SERVICES

SCHOOL OPERATIONS

Board Expenses

Classroom / Teaching Supplies & Materials

Special Ed Supplies & Materials

Textbooks / Workbooks

Supplies & Materials other

Equipment - Furniture

Telephone

Technology

Student Testing & Assessment

Field Trips

Transportation (Students)

Student Services (other)

Office Expense

Staff Development

Staff Recruitment

Student Recruitment / Marketing

School Meals / Lunch

Travel (Staff)

Fundraising

Custom Operations #1

Custom Operations #2

Custom Operations #3

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance

Janitorial Services

Building and Land Rent / Lease

Repairs & Maintenance

Equipment / Furniture

Security Services

Utilities

Custom Facilities Operations #1

Custom Facilities Operations #2

Custom Facilities Operations #3

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY

TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMORTIZATION

NET OPERATING INCOME (including Depreciation)

2017-18

2018-19

2019-21

2020-21

2021-22

Enter the % increase below, except rows 22-26 (see note), for which the amount entered in column F should increase each year.

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Excellence 2000 Network Schools
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY						<i>Description of Assumptions</i>
Total Revenue	992,899	2,470,800	8,443,633	23,187,079	47,458,741	
Total Expenses	1,068,020	1,977,961	1,119,070	1,212,369	1,371,553	
Net Income	(75,121)	1,392,838	7,324,563	21,974,910	46,087,188	
Revenue Per Pupil	2,389	4,786	5,128	18,930	37,222	
Expenses Per Pupil	2,513	2,051	1,279	999	1,079	
YEAR 1		YEAR 2	YEAR 3	YEAR 4	YEAR 5	
2017-18		2018-19	2019-20	2020-21	2021-22	
REVENUE						
STATE REVENUES						
Mississippi Adequate Education Program (MAEP) base	1,700	2,100	3,700	4,900	5,100	
Student Allocation	-	-	-	-	-	
Special Education	-	-	-	-	-	
Alternative Education	-	-	-	-	-	
Gifted Education	-	-	-	-	-	
Career and Technical Education	1,400	1,400	1,400	1,400	1,400	
Student Transportation	1,520	2,094	4,104	5,794	6,226	
Custom State Funding #1	-	-	-	-	-	
Custom State Funding #2	-	-	-	-	-	
Custom State Funding #3	-	-	-	-	-	
TOTAL STATE REVENUES	\$ 4,620	\$ 5,594	\$ 9,204	\$ 12,094	\$ 12,826	
FEDERAL REVENUES						
Free Breakfast Reimbursement	217,015	594,127	2,062,186	5,738,749	11,766,778	
Reduced Breakfast Reimbursement	217,015	594,127	2,062,186	5,738,749	11,766,778	
Paid Breakfast Reimbursement	56,732	36,092	65,498	35,737	38,312	
Free Lunch Reimbursement	217,015	594,127	2,062,186	5,738,749	11,766,778	
Reduced Lunch Reimbursement	217,015	594,127	2,062,186	5,738,749	11,766,778	
Paid Lunch Reimbursement	56,732	36,092	65,498	35,737	38,312	
Snack Reimbursement	-	-	-	-	-	
Title I	2,693	7,410	25,849	72,298	148,994	
Title II	2,693	7,410	25,849	72,298	148,994	
Title III	1,360	1,680	2,960	3,920	4,080	
USA Funding	-	-	-	-	-	
CSP	-	-	-	-	-	
Custom Federal Funding #1	-	-	-	-	-	
Custom Federal Funding #2	-	-	-	-	-	
Custom Federal Funding #3	-	-	-	-	-	
TOTAL FEDERAL REVENUES	\$ 988,271	\$ 2,465,191	\$ 8,434,399	\$ 23,174,987	\$ 47,445,602	
LOCAL & OTHER REVENUES						
Contributions and Donations	-	-	-	-	-	
Fundraising (Rev.)	-	-	-	-	-	
Estate Reimbursement	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (income from meals)	8	15	30	58	113	
Text Book	-	-	-	-	-	
Custom Local & Other Funding #1	-	-	-	-	-	
Custom Local & Other Funding #2	-	-	-	-	-	
Custom Local & Other Funding #3	-	-	-	-	-	
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ 15	\$ 30	\$ 58	\$ 113	
TOTAL REVENUE	\$ 992,899	\$ 2,470,800	\$ 8,443,633	\$ 23,187,079	\$ 47,458,741	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	100,000	100,000	100,000	100,000	100,000	
Instructional Management	-	-	-	-	-	
Deans, Directors & Coordinators	350,000	350,000	350,000	350,000	350,000	
CFO / Director of Finance	67,000	67,000	67,000	67,000	67,000	
Operation / Business Manager	-	-	-	-	-	
Administrative Staff	204,000	204,000	204,000	204,000	204,000	
Other - Administrative	73,500	73,500	73,500	73,500	73,500	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 794,500	\$ 794,500	\$ 794,500	\$ 794,500	\$ 794,500	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	70,600	70,600	70,600	70,600	70,600	
Teachers - SPED	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	
Other - Instructional	-	-	-	-	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 70,600	\$ 70,600	\$ 70,600	\$ 70,600	\$ 70,600	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other - Non-Instructional	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL PERSONNEL EXPENSES	\$ 865,100	\$ 865,100	\$ 865,100	\$ 865,100	\$ 865,100	
PAYROLL TAXES AND BENEFITS						
Social Security	53,636	53,636	53,636	53,636	53,636	
Medicare	12,544	12,544	12,544	12,544	12,544	
State Unemployment	-	-	-	-	-	
Worker's Compensation Insurance	-	-	-	-	-	
Custom Other Tax #1	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	-	-	-	-	-	
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
Life Insurance	-	-	-	-	-	
Retirement Contribution	129,765	129,765	129,765	129,765	129,765	
Custom Fringe #1	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 195,945	\$ 195,945	\$ 195,945	\$ 195,945	\$ 195,945	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 1,061,045	\$ 1,061,045	\$ 1,061,045	\$ 1,061,045	\$ 1,061,045	
CONTRACTED SERVICES						
Accounting / Audit	8	16	32	64	128	
Legal	-	-	-	-	-	
Management Company Fee	-	-	-	-	-	
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	3,349	8,150	28,288	73,801	151,322	
Payroll Services	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	
Titlment Services (i.e. Title I)	-	-	-	-	-	
Custom Contracted Services #1	-	-	-	-	-	
Custom Contracted Services #2	-	-	-	-	-	
Custom Contracted Services #3	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	\$ 3,357	\$ 8,166	\$ 28,320	\$ 73,865	\$ 151,450	
SCHOOL OPERATIONS						
Board Expenses	8	16	31	61	122	
Classroom / Teaching Supplies & Materials	102	202	401	793	1,570	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	8	16	31	61	122	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	8	16	31	61	122	
Telephone	8	16	31	61	122	
Technology	8	16	31	61	122	
Student Testing & Assessment	-	-	-	-	-	
Field Trips	-	-	-	-	-	
Transportation (student)	3,366	8,233	28,721	75,311	155,202	
Student Services - other	-	-	-	-	-	
Office Expense	-	-	-	-	-	
Staff Development	102	202	401	793	1,570	
Staff Recruitment	-	-	-	-	-	
Student Recruitment / Marketing	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Custom Operations #1	-	-	-	-	-	
Custom Operations #2	-	-	-	-	-	
Custom Operations #3	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	\$ 9,810	\$ 8,736	\$ 29,677	\$ 77,206	\$ 158,951	
FACILITY OPERATION & MAINTENANCE						
Insurance	8	14	28	55	107	
Janitorial Services	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security Services	-	-	-	-	-	
Utilities	-	-	-	-	-	
Custom Facilities Operations #1	-	-	-	-	-	
Custom Facilities Operations #2	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 8	\$ 14	\$ 28	\$ 55	\$ 107	
RESERVE / CONTINGENCY						
TOTAL EXPENSES	\$ 1,068,030	\$ 1,977,961	\$ 1,119,070	\$ 1,212,369	\$ 1,371,553	
NET OPERATING INCOME (before Depreciation)	\$ (75,121)	\$ 1,392,838	\$ 7,324,563	\$ 21,974,910	\$ 46,087,188	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
NET OPERATING INCOME (Including Depreciation)	\$ (75,121)	\$ 1,392,838	\$ 7,324,563	\$ 21,974,910	\$ 46,087,188	

Excellence 2000 Network Schools
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		Description of Assumptions
Total Revenue	62,830	
Total Expenses	1,386,703	
Net Income	(1,323,873)	
Revenue Per Pupil		
Expenses Per Pupil		
		Start Up Period
REVENUE		
STATE REVENUES		
Mississippi Adequate Education Program (MAEP) Base		
Student Allocation	-	
Special Education	-	
Alternative Education	-	
Gifted Education	-	
Career and Technical Education	-	
Student Transportation	-	
Custom State Funding #1	-	
Custom State Funding #2	-	
Custom State Funding #3	-	
TOTAL STATE REVENUES	\$ -	
FEDERAL REVENUES		
Free breakfast Reimbursement	10,945	
Reduced Breakfast Reimbursement	5,207	
Paid breakfast Reimbursement	1,575	
Free Lunch Reimbursement	16,999	
Reduced Lunch Reimbursement	14,706	
Paid Lunch Reimbursement	1,705	
Snack Reimbursement	7,500	
Title I	-	
Title II	-	
Title III	-	
BSA Funding	-	
CSP	-	
Custom Federal Funding #1	-	
Custom Federal Funding #2	-	
Custom Federal Funding #3	-	
TOTAL FEDERAL REVENUES	\$ 62,830	
LOCAL & OTHER REVENUES		
Contributions and Donations	-	
Fundraising (Rev.)	-	
Estate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (income from meals)	-	
Text Book	-	
Custom Local & Other Funding #1	-	
Custom Local & Other Funding #2	-	
Custom Local & Other Funding #3	-	
TOTAL LOCAL & OTHER REVENUES	\$ -	
TOTAL REVENUE	\$ 62,830	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	100,000	
Instructional Management	-	
Deans, Directors & Coordinators	200,000	
CFO / Director of Finance	67,000	
Operation / Business Manager	-	
Administrative Staff	67,000	
Other - Administrative	20,000	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 454,000	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	36,000	
Teachers - SPED	-	
Substitute Teachers	30,000	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	20,000	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 86,000	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	20,000	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 20,000	
TOTAL PERSONNEL EXPENSES		\$ 560,000
PAYROLL TAXES AND BENEFITS		
Social Security	2,852	
Medicare	-	
State Unemployment	2,853	
Worker's Compensation Insurance	500,000	
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	4,284	
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	-	
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 509,992	
TOTAL PERSONNEL TAX & BENEFIT EXPENSES		\$ 1,069,992
CONTRACTED SERVICES		
Accounting / Audit	25,000	
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	27,000	
Payroll Services	270	
Special Ed Services	80,000	
Titlement Services (i.e. Title I)	-	
Custom Contracted Services #1	-	
Custom Contracted Services #2	-	
Custom Contracted Services #3	-	
TOTAL CONTRACTED SERVICES	\$ 132,270	
SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	4,561	
Special Ed Supplies & Materials	1,220	
Textbooks / Workbooks	-	
Supplies & Materials other	4,561	
Equipment / Furniture	20,000	
Telephone	1,100	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	35,000	
Student Services - other	-	
Office Expense	1,680	
Staff Development	1,500	
Staff Recruitment	-	
Student Recruitment / Marketing	-	
School Meals / Lunch	15,000	
Travel (Staff)	1,680	
Fundraising	-	
Custom Operations #1	-	
Custom Operations #2	-	
Custom Operations #3	-	
TOTAL SCHOOL OPERATIONS	\$ 90,281	
FACILITY OPERATION & MAINTENANCE		
Insurance	4,000	
Janitorial Services	300	
Building and Land Rent / Lease	80,000	
Repairs & Maintenance	600	
Equipment / Furniture	-	
Security Services	6,000	
Utilities	1,100	
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 84,160	
RESERVES / CONTINGENCY		
TOTAL EXPENSES	\$ 1,386,703	
NET OPERATING INCOME (before Depreciation)	\$ (1,323,873)	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	\$ (1,323,873)	

Twilight 2000 Network Schools
Y146 ONE PROJE CTD BUDGET / ORIENTING PAVION INITIAL CHARTER PERIOD

Y146		Y146	Y147	Y148	Y149	Y150	Y151	Y152	Y153	Y154	Y155	Y156	Y157	Y158	Y159	Y160	Y161	Y162	Y163	Y164	Y165	Y166	Y167	Y168	Y169	Y170	Y171	Y172	Y173	Y174	Y175	Y176	Y177	Y178	Y179	Y180	Y181	Y182	Y183	Y184	Y185	Y186	Y187	Y188	Y189	Y190	Y191	Y192	Y193	Y194	Y195	Y196	Y197	Y198	Y199	Y200	Y201	Y202	Y203	Y204	Y205	Y206	Y207	Y208	Y209	Y210	Y211	Y212	Y213	Y214	Y215	Y216	Y217	Y218	Y219	Y220	Y221	Y222	Y223	Y224	Y225	Y226	Y227	Y228	Y229	Y230	Y231	Y232	Y233	Y234	Y235	Y236	Y237	Y238	Y239	Y240	Y241	Y242	Y243	Y244	Y245	Y246	Y247	Y248	Y249	Y250	Y251	Y252	Y253	Y254	Y255	Y256	Y257	Y258	Y259	Y260	Y261	Y262	Y263	Y264	Y265	Y266	Y267	Y268	Y269	Y270	Y271	Y272	Y273	Y274	Y275	Y276	Y277	Y278	Y279	Y280	Y281	Y282	Y283	Y284	Y285	Y286	Y287	Y288	Y289	Y290	Y291	Y292	Y293	Y294	Y295	Y296	Y297	Y298	Y299	Y300	Y301	Y302	Y303	Y304	Y305	Y306	Y307	Y308	Y309	Y310	Y311	Y312	Y313	Y314	Y315	Y316	Y317	Y318	Y319	Y320	Y321	Y322	Y323	Y324	Y325	Y326	Y327	Y328	Y329	Y330	Y331	Y332	Y333	Y334	Y335	Y336	Y337	Y338	Y339	Y340	Y341	Y342	Y343	Y344	Y345	Y346	Y347	Y348	Y349	Y350	Y351	Y352	Y353	Y354	Y355	Y356	Y357	Y358	Y359	Y360	Y361	Y362	Y363	Y364	Y365	Y366	Y367	Y368	Y369	Y370	Y371	Y372	Y373	Y374	Y375	Y376	Y377	Y378	Y379	Y380	Y381	Y382	Y383	Y384	Y385	Y386	Y387	Y388	Y389	Y390	Y391	Y392	Y393	Y394	Y395	Y396	Y397	Y398	Y399	Y400	Y401	Y402	Y403	Y404	Y405	Y406	Y407	Y408	Y409	Y410	Y411	Y412	Y413	Y414	Y415	Y416	Y417	Y418	Y419	Y420	Y421	Y422	Y423	Y424	Y425	Y426	Y427	Y428	Y429	Y430	Y431	Y432	Y433	Y434	Y435	Y436	Y437	Y438	Y439	Y440	Y441	Y442	Y443	Y444	Y445	Y446	Y447	Y448	Y449	Y450	Y451	Y452	Y453	Y454	Y455	Y456	Y457	Y458	Y459	Y460	Y461	Y462	Y463	Y464	Y465	Y466	Y467	Y468	Y469	Y470	Y471	Y472	Y473	Y474	Y475	Y476	Y477	Y478	Y479	Y480	Y481	Y482	Y483	Y484	Y485	Y486	Y487	Y488	Y489	Y490	Y491	Y492	Y493	Y494	Y495	Y496	Y497	Y498	Y499	Y500	Y501	Y502	Y503	Y504	Y505	Y506	Y507	Y508	Y509	Y510	Y511	Y512	Y513	Y514	Y515	Y516	Y517	Y518	Y519	Y520	Y521	Y522	Y523	Y524	Y525	Y526	Y527	Y528	Y529	Y530	Y531	Y532	Y533	Y534	Y535	Y536	Y537	Y538	Y539	Y540	Y541	Y542	Y543	Y544	Y545	Y546	Y547	Y548	Y549	Y550	Y551	Y552	Y553	Y554	Y555	Y556	Y557	Y558	Y559	Y560	Y561	Y562	Y563	Y564	Y565	Y566	Y567	Y568	Y569	Y570	Y571	Y572	Y573	Y574	Y575	Y576	Y577	Y578	Y579	Y580	Y581	Y582	Y583	Y584	Y585	Y586	Y587	Y588	Y589	Y590	Y591	Y592	Y593	Y594	Y595	Y596	Y597	Y598	Y599	Y600	Y601	Y602	Y603	Y604	Y605	Y606	Y607	Y608	Y609	Y610	Y611	Y612	Y613	Y614	Y615	Y616	Y617	Y618	Y619	Y620	Y621	Y622	Y623	Y624	Y625	Y626	Y627	Y628	Y629	Y630	Y631	Y632	Y633	Y634	Y635	Y636	Y637	Y638	Y639	Y640	Y641	Y642	Y643	Y644	Y645	Y646	Y647	Y648	Y649	Y650	Y651	Y652	Y653	Y654	Y655	Y656	Y657	Y658	Y659	Y660	Y661	Y662	Y663	Y664	Y665	Y666	Y667	Y668	Y669	Y670	Y671	Y672	Y673	Y674	Y675	Y676	Y677	Y678	Y679	Y680	Y681	Y682	Y683	Y684	Y685	Y686	Y687	Y688	Y689	Y690	Y691	Y692	Y693	Y694	Y695	Y696	Y697	Y698	Y699	Y700	Y701	Y702	Y703	Y704	Y705	Y706	Y707	Y708	Y709	Y710	Y711	Y712	Y713	Y714	Y715	Y716	Y717	Y718	Y719	Y720	Y721	Y722	Y723	Y724	Y725	Y726	Y727	Y728	Y729	Y730	Y731	Y732	Y733	Y734	Y735	Y736	Y737	Y738	Y739	Y740	Y741	Y742	Y743	Y744	Y745	Y746	Y747	Y748	Y749	Y750	Y751	Y752	Y753	Y754	Y755	Y756	Y757	Y758	Y759	Y760	Y761	Y762	Y763	Y764	Y765	Y766	Y767	Y768	Y769	Y770	Y771	Y772	Y773	Y774	Y775	Y776	Y777	Y778	Y779	Y780	Y781	Y782	Y783	Y784	Y785	Y786	Y787	Y788	Y789	Y790	Y791	Y792	Y793	Y794	Y795	Y796	Y797	Y798	Y799	Y800	Y801	Y802	Y803	Y804	Y805	Y806	Y807	Y808	Y809	Y810	Y811	Y812	Y813	Y814	Y815	Y816	Y817	Y818	Y819	Y820	Y821	Y822	Y823	Y824	Y825	Y826	Y827	Y828	Y829	Y830	Y831	Y832	Y833	Y834	Y835	Y836	Y837	Y838	Y839	Y840	Y841	Y842	Y843	Y844	Y845	Y846	Y847	Y848	Y849	Y850	Y851	Y852	Y853	Y854	Y855	Y856	Y857	Y858	Y859	Y860	Y861	Y862	Y863	Y864	Y865	Y866	Y867	Y868	Y869	Y870	Y871	Y872	Y873	Y874	Y875	Y876	Y877	Y878	Y879	Y880	Y881	Y882	Y883	Y884	Y885	Y886	Y887	Y888	Y889	Y890	Y891	Y892	Y893	Y894	Y895	Y896	Y897	Y898	Y899	Y900	Y901	Y902	Y903	Y904	Y905	Y906	Y907	Y908	Y909	Y910	Y911	Y912	Y913	Y914	Y915	Y916	Y917	Y918	Y919	Y920	Y921	Y922	Y923	Y924	Y925	Y926	Y927	Y928	Y929	Y930	Y931	Y932	Y933	Y934	Y935	Y936	Y937	Y938	Y939	Y940	Y941	Y942	Y943	Y944	Y945	Y946	Y947	Y948	Y949	Y950	Y951	Y952	Y953	Y954	Y955	Y956	Y957	Y958	Y959	Y960	Y961	Y962	Y963	Y964	Y965	Y966	Y967	Y968	Y969	Y970	Y971	Y972	Y973	Y974	Y975	Y976	Y977	Y978	Y979	Y980	Y981	Y982	Y983	Y984	Y985	Y986	Y987	Y988	Y989	Y990	Y991	Y992	Y993	Y994	Y995	Y996	Y997	Y998	Y999	Y1000	Y1001	Y1002	Y1003	Y1004	Y1005	Y1006	Y1007	Y1008	Y1009	Y1010	Y1011	Y1012	Y1013	Y1014	Y1015	Y1016	Y1017	Y1018	Y1019	Y1020	Y1021	Y1022	Y1023	Y1024	Y1025	Y1026	Y1027	Y1028	Y1029	Y1030	Y1031	Y1032	Y1033	Y1034	Y1035	Y1036	Y1037	Y1038	Y1039	Y1040	Y1041	Y1042	Y1043	Y1044	Y1045	Y1046	Y1047	Y1048	Y1049	Y1050	Y1051	Y1052	Y1053	Y1054	Y1055	Y1056	Y1057	Y1058	Y1059	Y1060	Y1061	Y1062	Y1063	Y1064	Y1065	Y1066	Y1067	Y1068	Y1069	Y1070	Y1071	Y1072	Y1073	Y1074	Y1075	Y1076	Y1077	Y1078	Y1079	Y1080	Y1081	Y1082	Y1083	Y1084	Y1085	Y1086	Y1087	Y1088	Y1089	Y1090	Y1091	Y1092	Y1093	Y1094	Y1095	Y1096	Y1097	Y1098	Y1099	Y1100	Y1101	Y1102	Y1103	Y1104	Y1105	Y1106	Y1107	Y1108	Y1109	Y1110	Y1111	Y1112	Y1113	Y1114	Y1115	Y1116	Y1117	Y1118	Y1119	Y1120	Y1121	Y1122	Y1123	Y1124	Y1125	Y1126	Y1127	Y1128	Y1129	Y1130	Y1131	Y1132	Y1133	Y1134	Y1135	Y1136	Y1137	Y1138	Y1139	Y1140	Y1141	Y1142	Y1143	Y1144	Y1145	Y1146	Y1147	Y1148	Y1149	Y1150	Y1151	Y1152	Y1153	Y1154	Y1155	Y1156	Y1157	Y1158	Y1159	Y1160	Y1161	Y1162	Y1163	Y1164	Y1165	Y1166	Y1167	Y1168	Y1169	Y1170	Y1171	Y1172	Y1173	Y1174	Y1175	Y1176	Y1177	Y1178	Y1179	Y1180	Y1181	Y1182	Y1183	Y1184	Y1185	Y1186	Y1187	Y1188	Y1189	Y1190	Y1191	Y1192	Y1193	Y1194	Y1195	Y1196	Y1197	Y1198	Y1199	Y1200	Y1201	Y1202	Y1203	Y1204	Y1205	Y1206	Y1207	Y1208	Y1209	Y1210	Y1211	Y1212	Y1213	Y1214	Y1215	Y1216	Y1217	Y1218	Y1219	Y1220	Y1221	Y1222	Y1223	Y1224	Y1225	Y1226	Y1227	Y1228	Y1229	Y1230	Y1231	Y1232	Y1233	Y1234	Y1235	Y1236	Y1237	Y1238	Y1239	Y1240	Y1241	Y1242	Y1243	Y1244	Y1245	Y1246	Y1247	Y1248	Y1249	Y1250	Y1251	Y1252	Y1253	Y1254	Y1255	Y1256	Y1257	Y1258	Y1259	Y1260	Y1261	Y1262	Y1263	Y1264	Y1265	Y1266	Y1267	Y1268	Y1269	Y1270	Y1271	Y1272	Y1273	Y1274	Y1275	Y1276	Y1277	Y1278	Y1279	Y1280	Y1281	Y1282	Y1283	Y1284	Y1285	Y1286	Y1287	Y1288	Y1289	Y1290	Y1291	Y1292	Y1293	Y1294	Y1295	Y1296	Y1297	Y1298	Y1299	Y1300	Y1301	Y1302	Y1303	Y1304	Y1305	Y1306	Y1307	Y1308	Y1309	Y1310	Y1311	Y1312	Y1313	Y1314	Y1315	Y1316	Y1317	Y1318	Y1319	Y1320	Y1321	Y1322	Y1323	Y1324	Y1325	Y1326	Y1327	Y1328	Y1329	Y1330	Y1331	Y1332	Y1333	Y1334	Y1335	Y1336	Y1337	Y1338	Y1339	Y1340	Y1341	Y1342	Y1343	Y1344	Y1345	Y1346	Y1347	Y1348	Y1349	Y1350	Y1351	Y1352	Y1353	Y1354	Y1355	Y1356	Y1357	Y1358	Y1359	Y1360	Y1361	Y1362	Y1363	Y1364	Y1365	Y1366	Y1367	Y1368	Y1369	Y1370	Y1371	Y1372	Y1373	Y1374	Y1375	Y1376	Y1377	Y1378	Y1379	Y1380	Y1381	Y1382	Y1383	Y1384	Y1385	Y1386	Y1387	Y1388	Y1389	Y1390	Y1391	Y1392	Y1393	Y1394	Y1395	Y1396	Y1397	Y1398	Y1399	Y1400	Y1401	Y1402	Y1403	Y1404	Y1405	Y1406	Y1407	Y1408	Y1409	Y1410	Y1411	Y1412	Y1413	Y1414	Y1415	Y1416	Y1417	Y1418	Y1419	Y1420	Y1421	Y1422	Y1423	Y1424	Y1425	Y1426	Y1427	Y1428	Y1429	Y1430	Y1431	Y1432	Y1433	Y1434	Y1435	Y1436	Y1437	Y1438	Y1439	Y1440	Y1441	Y1442	Y1443	Y1444	Y1445	Y1446	Y1447	Y1448	Y1449	Y1450	Y1451	Y1452	Y1453	Y1454	Y1455	Y1456
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Monthly Cash Flow Projection Excellence 2000 Network Schools

Starting date
Jan-17
Cash balance alert minimum
2,000,000

	Beginning	Jan-00	Feb-00	Mar-00	Apr-00	May-00	Jun-00	Jul-00	Aug-00	Sep-00	Oct-00	Nov-00	Dec-00	Total
Cash on hand (beginning of month)		3,746,353	3,674,724	3,608,328	3,541,932	3,475,536	3,409,140	3,342,744	3,329,411	3,263,015	3,203,285	3,136,889	3,065,260	

CASH RECEIPTS														
Cash sales		0	0	0	0	0	0	0	0	0	0	0	0	0
Returns and allowances		0	0	0	0	0	0	0	0	0	0	0	0	0
Collections on accounts receivable		0	0	0	0	0	0	0	0	0	0	0	0	0
Interest, other income		0	0	0	0	0	0	0	0	0	0	0	0	0
Loan proceeds		0	0	0	0	0	0	0	0	0	0	0	0	0
Owner contributions		0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL CASH RECEIPTS		0	0	0	0	0	0	0	0	0	0	0	0	0
Total cash available	3,746,353	3,746,353	3,674,724	3,608,328	3,541,932	3,475,536	3,409,140	3,342,744	3,329,411	3,263,015	3,203,285	3,136,889	3,065,260	

CASH PAID OUT														
Research and Planning		59,42	59,42	59,42	59,42	59,42	59,42	59,42	59,42	59,42	59,42	59,42	59,42	654
Instructional Services		25,333.00	25,333.00	25,333.00	25,333.00	25,333.00	25,333.00	25,333.00	25,333.00	25,333.00	25,333.00	25,333.00	25,333.00	276,663
Special Ed Services		6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	73,333
Facilities		6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	80,000
Transportation & Food		9,064.00	9,064.00	9,064.00	9,064.00	9,064.00	9,064.00	9,064.00	9,064.00	9,064.00	9,064.00	9,064.00	9,064.00	99,704
General Administration & Support		18,606.25	18,606.25	18,606.25	18,606.25	18,606.25	18,606.25	18,606.25	18,606.25	18,606.25	18,606.25	18,606.25	18,606.25	204,669
SUBTOTAL		66,396	66,396	66,396	66,396	66,396	66,396	66,396	66,396	66,396	66,396	66,396	66,396	737,023
Loan principal payment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital purchases		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other startup costs		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
To reserve and/or escrow		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Owners withdrawal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL CASH PAID OUT		71,629	71,629	71,629	71,629	71,629	71,629	71,629	71,629	71,629	71,629	71,629	71,629	737,023
Cash on hand (end of month)	3,746,353	3,674,724	3,608,328	3,541,932	3,475,536	3,409,140	3,342,744	3,329,411	3,263,015	3,203,285	3,136,889	3,065,260	2,993,631	

Cash Flow Projection Excellence 2000 Network Schools



Five Year Budget Projections

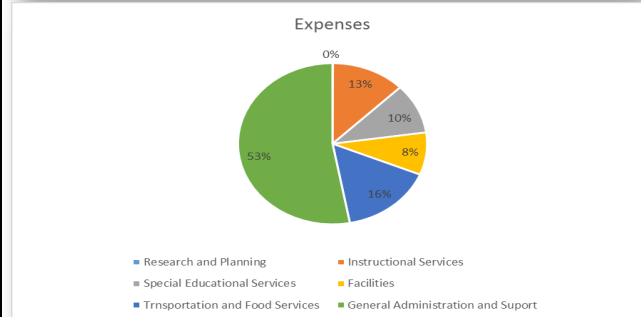
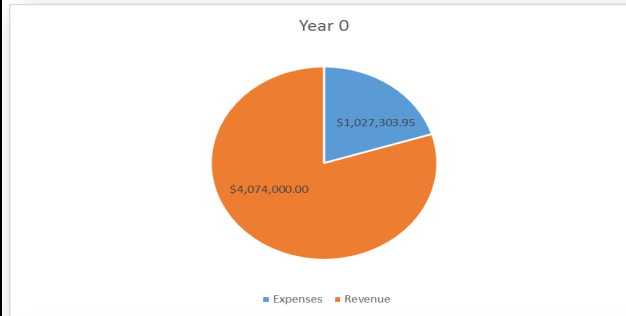
<u>Revenue Source</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Minimum Foundation Program (MFP)	\$ -	\$ 3,213,191.00	\$ 5,442,521.00	\$ 7,743,747.00	\$ 8,994,445.00
Title I : Improving Basic Programs	\$ -	\$ 132,781.00	\$ 221,301.00	\$ 309,822.00	\$ 354,082.00
Title II: Part A: Improving Teacher Quality	\$ -	\$ 20,535.00	\$ 34,225.00	\$ 47,914.00	\$ 54,759.00
Title III	\$ -	\$ 55,800.00	\$ 93,000.00	\$ 130,200.00	\$ 148,800.00
IDEA Part B	\$ -	\$ 56,575.00	\$ 94,292.00	\$ 132,009.00	\$ 150,868.00
Carl Perkins-CTE	\$ -	\$ 3,626.00	\$ 6,044.00	\$ 8,461.00	\$ 9,670.00
Children Nutrition Program	\$ -	\$ 263,844.00	\$ 439,740.00	\$ 615,636.00	\$ 703,584.00
Private Funds	\$ 4,074,000.00	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 4,074,000.00	\$ 3,746,352.00	\$ 6,331,123.00	\$ 8,987,789.00	\$ 10,416,208.00
Expenses	\$ 804,103.95	\$ 778,157.00	\$ 1,322,867.00	\$ 1,852,013.00	\$ 2,111,295.00

Disclaimer

Please not that these amounts are merely estimates for model forecasting based on current fiscal information, not definitive guarantees. For example, while federal sources in this model are calculated on a p/pupil basis, actual final calculations are not based off of a flat p/pupil amount.

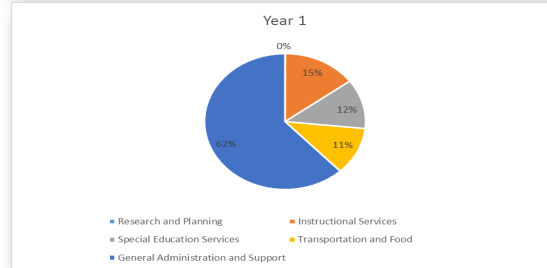
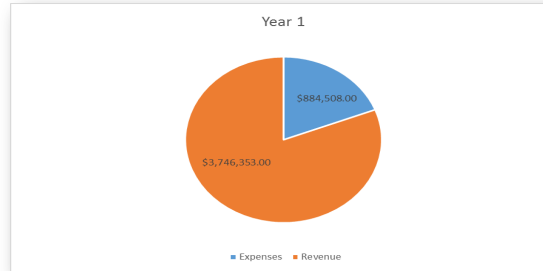
Excellence 2000 Network Schools Startup Budget 2016-17

Revenue	Year 0	
Number of Students		0
Per Pupil Revenue		0
Federal Revenue		0
Grant Funds		0
Private Funds	\$	4,074,000.00
Total Revenue	\$	4,074,000.00
Expenses		
Research and Planning		
Curriculum Development	\$	189.95
Application Cost	\$	261.00
Consultants (including legal advisors or space planners)	\$	103.00
Website Development	\$	40.00
Brochures/Information	\$	25.00
Other		
Subtotal	\$	618.95
Instructional Services		
Teachers Salaries	\$	36,000.00
Substitute Salaries	\$	30,000.00
Aide Salaries	\$	20,000.00
Classroom Supplies	\$	4,561.00
Classroom Furniture	\$	20,000.00
Classroom Equipment	\$	15,500.00
Staff Development	\$	3,500.00
Travel and Conferences		
Other		
Subtotal	\$	129,561.00
Special Education Services		
Special Ed Teachers (Salary)	\$	-
Special Aides (Salary)	\$	20,000.00
Special Facilities and Equipment	\$	2,100.00
Curriculum	\$	169.00
Instructional Materials	\$	1,220.00
Contracted Services	\$	80,000.00
Other		
Subtotal	\$	103,489.00
Facilities		
Rent/Lease/Mortgage	\$	80,000.00
Utilities	\$	3,200.00
Phone	\$	1,100.00
Internet Service	\$	800.00
Fire and Security	\$	2,300.00
Other		
Subtotal	\$	87,400.00
Transportation and Food Service		
Busing costs	\$	35,000.00
Bus Driver Salary	\$	13,500.00
School Breakfast	\$	21,835.00
School Lunch	\$	33,495.00
School Snacks	\$	7,500.00
Cafeteria Supplies and Equipment	\$	1,200.00
Cafeteria Staff Salaries and Benefits	\$	50,000.00
Other		
Subtotal	\$	162,530.00
General Administration and Support		
Administrators' Salaries		
Superintendent	\$	200,000.00
PIEMS Director	\$	71,000.00
Business Finance Director	\$	69,000.00
Campus Principal	\$	67,000.00
Human Resources	\$	100,000.00
Office Supplies	\$	1,650.00
Office Equipment	\$	2,000.00
Bookkeeping and Auditing	\$	120.00
Payroll Services	\$	270.00
Banking Fees	\$	250.00
Legal Services	\$	1,100.00
Liability and Property Insurance	\$	13,000.00
Director's and Officer's Insurance	\$	15,000.00
Marketing	\$	865.00
Grant Writing	\$	600.00
Board Meeting Expenses	\$	1,600.00
Staff Recruitment	\$	250.00
Subtotal	\$	543,705.00
Total Expenses	\$	1,027,303.95



Excellence 2000 Network Schools Startup Budget: 2017-18

Revenue	Year 1	
Number of Students	500	
Per Pupil Revenue	\$5229.00 (estimated amount)	
Federal Revenue & Grants	\$ 3,746,353.00	
Total Revenue	\$ 3,746,353.00	
Expenses		
Research and Planning		
Curriculum Development	\$ 485.00	
Consultants (including legal advisors or space planners)	\$ 103.00	
Staff Recruitment/ Hiring	\$ -	
Website Development	\$ 40.00	
Brochures/Information	\$ 25.00	
Other		
Subtotal	\$ 653.00	
Instructional Services		
Teachers Salaries	\$ 36,000.00	
Substitute Salaries	\$ 30,000.00	
Aide Salaries	\$ 20,000.00	
Classroom Supplies	\$ 4,561.00	
Classroom Furniture	\$ 20,000.00	
Classroom Equipment	\$ 15,500.00	
Staff Development	\$ 3,500.00	
Travel and Conferences		
Other		
Subtotal	\$ 129,561.00	
Special Education Services		
Special Ed Teachers	\$ -	
Special Aides	\$ 20,000.00	
Special Facilities and Equipment	\$ 2,100.00	
Curriculum	\$ 169.00	
Instructional Materials	\$ 1,220.00	
Contracted Services	\$ 80,000.00	
Other		
Subtotal	\$ 103,489.00	
Facilities		
Utilities	\$ 3,200.00	
Phone	\$ 1,100.00	
Internet Service	\$ 800.00	
Fire and Security	\$ 2,300.00	
Other		
Subtotal	\$ 7,400.00	
Transportation and Food Service		
Busing costs	\$ 35,000.00	
Bus Driver Salary	\$ 13,500.00	
Cafeteria Supplies and Equipment	\$ 1,200.00	
Cafeteria Staff Salaries and Benefits	\$ 50,000.00	
Other		
Subtotal	\$ 99,700.00	
General Administration and Support		
Administrators' Salaries	\$ 507,000.00	
Office Supplies	\$ 1,650.00	
Office Equipment	\$ 2,000.00	
Bookkeeping and Auditing	\$ 120.00	
Payroll Services	\$ 270.00	
Banking Fees	\$ 250.00	
Legal Services	\$ 1,100.00	
Liability and Property Insurance	\$ 13,000.00	
Director's and Officer's Insurance	\$ 15,000.00	
Marketing	\$ 865.00	
Grant Writing	\$ 600.00	
Board Meeting Expenses	\$ 1,600.00	
Staff Recruitment	\$ 250.00	
Subtotal	\$ 543,705.00	
Total Expenses	\$ 884,508.00	



Budget Narrative:

The five-year budget for Excellence 2000 Network Schools is divided into 13 recurring budget classifications and 1 non-recurring budget classification. The following narrative provides an overview of operation expenses.

By Mississippi law, charter schools receive the same amount of funding per student as students attending regular schools in the district. In addition, Excellence 2000 Network Schools will also implement a grant outreach strategy for accompanying all educational services.

- a) The local board of education shall allocate to the charter school an amount equal to the per student state and local funds received by Excellence 2000 Network and all appropriate allocations under federal law or regulation, including, but not limited to, Title I and the minimum foundation program (MFP). The allocation shall be in accordance with rules and guidelines transmitted by the department of education. All funds received by a charter school shall be spent according to the budget submitted or as otherwise revised by the public charter school governing body, subject to the requirements of state and federal law. At the request of the charter school governing body, a local board of education may act as fiscal agent for a public charter school in accordance with the charter agreement and applicable state and federal law.

Recurring Budget Classifications:

- Instructional Personnel, Certificated (Salaries, Insurance, & Benefits)
- Non-Certificated Staff (Salaries, Insurance & Benefits)
- Accounting, Audit, & Insurance
- Facilities Lease
- Facilities Operations & Maintenance
- Technology / Office Equipment & Classroom Furniture
- Transportation Lease, Bus Operations, & Maintenance
- Textbooks
- Teacher Professional Development
- Student Assessments (Every 6 to 9 Weeks)
- Community Health Contracted Services
- Food Services
- Cash Reserve

Non-recurring budget classification:

- Facilities Planning and construction

Instructional Personnel, Certificated (Salaries, Insurance, & Benefits) 47.25% to 48.75% of Total Budget (Years 1 – 5)

Excellence 2000 Network School will begin with 20 degreed instructional personnel (500 students), expanding to 46 degreed staff by the fifth year of operations (1400 students). For example, in year 1, 1.0 full time equivalent positions will be associated with teaching specialist positions (SPED, ELL), increasing to 5.0 FTEs in Year 5. Degreed instructional personnel will consist of classroom teachers, teaching specialists (ELL, SPED), assistant deans, and an executive director. All degreed personnel will be contracted for 220 instructional days (195 days instructional, 25 days' summer academic enrichment). Salaries Teachers & Teaching Specialists (ELL, SPED) The beginning salaries for teachers will begin at \$34,500, with the opportunity to achieve an annual salary of \$38,000 in five years, based on meeting differentiated pay plan goals related to student achievement, classroom observations, and executive goals. The budgeted salary for each teacher / teaching specialist in year 1 is \$34,000, increasing yearly at an average rate of 4 percent as outlined:

Year 1	Year 2	Year 3	Year 4	Year 5
\$46,000	\$47,000	\$48,000	\$50,619	\$52,644

The most recent assessment steered the total teacher compensation (salaries, insurance, & benefits) for instructional personnel is \$53,869 for **XXX County (XXX, MS)**. The anticipated budget distributes \$57,000 (salaries, insurance, & benefits) for teachers and teaching specialists, providing an additional \$3,000 financial as a cushion per employee based on FY09 budgeted dollars.

It is projected that Excellence 2000 Network Schools teachers will possess five years or less of teaching experience. The following table provides an overview of salaries for teachers with 1, 3, and 5 years of experience working for Mississippi Public Schools (180 instructional days):

Experience	BA	Masters	Masters +	EDS	Doctorate
1	\$34,620	\$37,986	\$46,833	\$43,243	\$45,038
3	\$36,543	\$40,390	\$43,596	\$45,046	\$47,442
5	38,500	\$42,313	\$46,160	\$47,660	\$50,007

Excellence 2000 Network teachers will receive higher compensation and also work 220 instructional days vs. the traditional 180 days.

Assistant Deans/Guidance

Excellence 2000 Network Schools will begin with 3.0 assistant dean(s)/ 3.0 Guidance Counselor(s) at a budgeted salary of \$47, 500. By the 5th year of operations, 6.0 full time equivalent positions will be budgeted for the position, compensated at a rate of \$55,600.

Assistant Deans will play a vital role in leading instruction, maintaining a positive and safe learning environment, and managing the implementation of community-based mentoring, health, and college admission programming.

Executive Director

The Executive Director of Excellence 2000 Network will be paid at a rate of \$70,000 in the first year of operations and assessed annually by the Board of Directors. Pending the effective attainment of the school's organizational outcomes, compensation will increase to \$100,000 by the fifth year of operations.

Benefits & Insurance

Under Mississippi Law, all teachers and personnel participate in the same retirement program as the teachers and employees of the local board of education to which the charter school is related.

- b) All teachers and employees of a new public charter school shall participate in the same retirement program as the teachers and employees of the local board of education to which the charter school is associated. Such participation shall be under the same terms and conditions as the teachers and employees of the local board of education. For retirement purposes, all teachers and employees of such a public charter school shall be considered employees of the local board of education and such board of education shall be responsible for all reporting and submission of funds to the appropriate retirement system.

Non-Certificated Staff (Salaries & Benefits)

5.5% to 6.75% of Total Budget (Years 1 – 5)

In the first year of operations, \$46,000 will be assigned for 1.7 full time equivalent bus drivers and contracted support staff services. In year five, 6.9 full time equivalent positions will be assigned at a budgeted amount of \$282,730.

Accounting, Audit, and Insurance

1.1% to 2.4% of Total Budget

Expenses associated with attaining a surety bond, accounting, and an annual audit will be budgeted at \$25,000 in year 1, increasing to \$45,000 by the fifth year of operations.

Year 1	Year 2	Year 3	Year 4	Year 5
\$25,000	\$32,000	\$39,000	\$42,000	\$45,000

To date, over 4 possible facilities have been identified as school sites, varying from industrial warehouses to traditional office spaces.

The following tables offer an overview of the estimated facilities space for each year of operations:

Year 1 - \$7.50 allocated per square foot (Budgeted at 13,000 square feet = \$97,500).

Number #	Space	Square Ft.	Total
5.0	Classrooms	1,000.0	5,000.0
1.0	Library	1,000.0	1,000.0
1.0	Office	1,000.0	1,000.0
1.0	Computer Lab	1,400.0	1,400.0
1.0	Cafeteria/Auditorium	2,000.0	2,000.0
0.5	Fitness Center	1,000.0	500.0
0.5	Media Room	1,000.0	500.0
1.0	Janitor	250.0	250.0
1.0	Science Lab	1,200.0	1200.0
			Total \$12,850.0 B

Year 2 - \$7.80 allocated per square foot (Budgeted at 26,000 square feet = \$202,410).

Number #	Space	Square Ft.	Total
10.0	Classrooms	1,000.0	10,000.0
1.0	Library	1,000.0	1,000.0
1.0	Office	1,000.0	1,000.0
1.0	Computer Lab	1,400.0	1,400.0
1.0	Cafeteria/Auditorium	2,000.0	2,000.0
1.0	Fitness Center	1,000.0	1,000.0
1.0	Media Room	1,000.0	1,000.0
1.0	Janitor	250.0	250.0
2.0	Science Lab	1,200.0	2400.0
			Total \$20,050.0

Year 3 - \$8.10 allocated per square foot (Budgeted at 39,000 square feet = \$315,152).

Number #	Space	Square Ft.	Total
15.0	Classrooms	1,000.0	15,000.00
1.0	Library	1,000.0	1,000.0
1.0	Office	1,000.0	1,000.0
2.0	Computer Lab	1,400.0	2,800.0
1.0	Cafeteria/Auditorium	2,000.0	2,000.0
2.0	Fitness Center	1,000.0	2,000.0
2.0	Media Room	1,000.0	2,000.0
1.0	Janitor	250.0	250.0

3.0	Science Lab	1,200.0	3600.00
			Total \$29,650.0

Year 4 & 5- \$8.40 to \$8.75 allocated per square foot (Budgeted at 52,000 square feet = \$436,170,

Number #	Space	Square Ft.	Total
20.0	Classrooms	1,000.0	20,000.0
2.0	Library	1,000.0	2,000.0
2.0	Office	1,000.0	2,000.0
3.0	Computer Lab	1,400.0	4,200.0
2.0	Cafeteria/Auditorium	2,000.0	4,000.0
2.0	Fitness Center	1,000.0	2,000.0
2.0	Media Room	1,000.0	2,000.0
1.0	Janitor	250.0	250.0
4.0	Science Lab	1,200.0	4,800.0
			Total \$41,250.0

Year 4; \$452,745, Year 5).

It is projected that Excellence 2000 Network Schools will enter into a Mortgage agreement, matching the cost / benefit of acquiring space in a business office park (requiring less facilities build out costs) vs. an industrial warehouse space (requiring more significant build out costs). Over 4 prospective facilities within the region have been recognized.

Facilities Planning & Buildout (Non-Recurring)

7.6% of Total Budget in Year 1

The Board will lock the services of a commercial real estate broker and facilities planner. The budget of \$80,000 (about 85% of initial lease rate per square foot, \$7.50) will be allocated to cover a portion of the costs associated with facilities planning and build out.

The Board may follow a capital outlay loan in the amount of \$50,000. This debt will be repaid within three years based on the available cash reserves (See budget totals, Years 1 – 5).

Technology / Office & Classroom Furniture

3.7% to 4.2% of Total Budget

Each classroom will be budgeted to obtain approximately \$2,500 in leased technology and equipment, ranging from laptop computers to workstations to other technology resources to support the classroom. In year 1, the budget for technology is allocated \$12,500, covering 5 classrooms. This expands to \$50,050 in year 5 covering 20 classrooms. Classroom furniture is budgeted at \$75 per student (500 total students) in year 1 totaling \$37,500. In year 5, \$149,800 is allocated budgeted at a rate of \$107 per student (1400 total students).

Transportation, Bus Lease, Bus Operations & Maintenance

5.2% to 6.0% of Total Budget

Transportation costs are budgeted in year 1 at \$250 per student (500 total students), generating a total of \$125,000.

The estimated transportation costs per student are estimated below (based on 3.8% average cost of living adjustment):

Year 1	Year 2	Year 3	Year 4	Year 5
\$250	\$259.50	\$269.36	\$279.60	\$290.22

Cost of Living Alteration Average:

3.3%	2.3%	5.8%
2017	2018	2019
		3.8%

The annual maintenance and operations costs for school buses are predicted at \$1.65 per mile, averaging 35 miles per day, 220 days per year totaling \$22,410 in year 1. The budgeted cost is estimated to reach \$1.92 per mile in year 5 totaling \$102,260 for the operation of 7 buses.

Textbooks & Instructional Materials

4.3% to 5.0% of Total Budget

Instructional materials and textbooks are projected at \$9,000 per classroom in year 1, expanding to \$10,500 per classroom in year 5.

Teacher Professional Development

1.0% of Total Budget

Each teacher / teaching specialist will be given \$1,750 to apply towards their own professional growth.

Student Assessment (Ongoing Formative Assessments) 0.6%
of Total Budget

Forty-five dollars per student will be calculated for interim standardized assessments, accessible at the end of each six-week grading period. This cost is expected to increase to \$52.25 per student by the fifth year of operations.

Such assessments are in adjunct to state mandated end-of-course assessments for high school and the statewide administration of the ACT PLAN tests, offered in grades 8, 10, and 11

Community Health Contracted Services

2.5% to 2.9% of Total Budget

Excellence 2000 Network Schools will execute a series of community health and wellness program contributions, obtaining a schoolwide membership with the YMCA of XXX and/or XXX. The cost connected with this partnership will originate at \$200 per student in year 1, going up to \$232 per student in year 5.

Food Services

3.4% to 3.9% of Total Budget

Excellence 2000 Network Schools will allot \$275 per student for food services, increasing to \$320 per students in year 5.